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GOD BLESS AMERICA

SEPTEMBER 1940
VOL. XXVI NO. 6

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50	13.29	9.08	6.97	5.71	4.87			
75	19.94	13.62	10.46	8.57	7.31	\$ 5.74	\$ 5.23	\$ 4.81
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150	39.79	27.16	20.85	17.08	14.56	11.43	10.39	9.56
175	46.38	31.65	24.29	19.88	16.95	13.29	12.07	11.11
200	52.97	36.13	27.72	22.68	19.33	15.15	13.76	12.65
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Address

City State

Amount I wish to borrow \$..... for Months

SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER
Editor and Manager

INKS FRANKLIN
Associate Editor

Vol. XXVI

No. 6

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Change of Address—If you have your address changed give old as well as new address.

Send All Contributions to the Editor.

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1940

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EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

"GOLDEN DAYS"
by
Edward Dufner, N.A.



THE NAME GIVEN this delightful out-of-door picture might apply to any rendering of happy childhood, regardless of time or place. The scene depicted happens to be in the state of Maine. Perhaps it represents a picnic or a frolic which has taken place during a pause in a walk through the woods.

A picture to be enjoyed by young or old, at any season of the year, we may well exhibit it during the first weeks of the school year, when out-of-door activities are still seasonable and when memories of Summer excursions and pastimes are still fresh and fragrant.

Additional information about "Golden Days" will be found in the pamphlet "Art for Missouri, 1940-41" which contains descriptive paragraphs, biographical notes, questions for pupil and suggestions for integration, for all of the 12 pictures listed for study by the elementary schools of Missouri between September and May of the coming school year. Suggestions for use of "Golden Days" in connection with the Missouri Course of Study in the elementary schools are as follows:

The Contribution of the Arts to the Study of Home Life and Family, page 355.

How We May Conserve Some of the Beauties of Nature, page 473.

How We Spend Our Summer Vacation, page 495.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Thos. J. Walker, Secretary
Columbia, Missouri

Send for our P. R. C. order blank.



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Greetings . . .

From OUR ASSOCIATION PRESIDENT

AS WE GO INTO THE SCHOOL YEAR of 1940, all Missourians are thinking of National Defense. It is appropriate that the school teachers of Missouri think of themselves as integral parts of the Defense program. This is true because our form of government cannot continue unless our people are kept capable of self-government. It is true also because the National Defense Board specifically has designated the Office of Education as a Defense agency, and thus by implication the schools of the United States are agencies of National Defense.

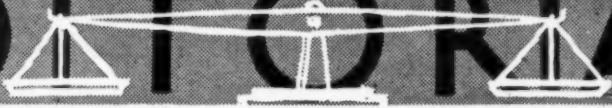
We can make our schools function in a Defense capacity by inculcating loyalties for and an understanding of the principles of a democracy. We can give students, opportunities for participation in democratic living. We can inculcate in them, fundamental concepts and ideals that will make them worthy citizens of a democracy.

We have the same opportunities to utilize the principles underlying adolescent psychology in building loyalties for a democracy that the totalitarian states have in building enthusiasm for other forms of government.

The teachers of the state will approach this year's work with soberness because their responsibilities are grave. They will approach it with enthusiasm because their opportunities are boundless. I salute the teachers of Missouri as "Defenders of America."

STATE SUPERINTENDENT LLOYD W. KING, *President,*
Missouri State Teachers Association

EDITORIALS



GOD BLESS AMERICA

THUS WE REVERENTLY greet twenty-five thousand teachers as they begin a new year of teaching three-quarters of a million children and youth in Missouri. Let the same greeting swell from the heart of each teacher as she stands before her own group and from each pupil as he returns to her his response.

"God Bless America" is a prayer that links each heart to the Infinite, that gives anchorage to democratic faith, and strength to every ideal of democratic life.

It reminds us that democratic ideals grew from the conception that God created man in his own image and that man is therefore capable of managing his own life and of expressing his ideas and choices in matters of common concern. Only on such a conception is he given the right to vote.

It reminds us that truth is an attribute of God and hence in man's nature is that which makes him a seeker after truth, and a believer in it as a goal in which he can find satisfactions of freedom. Scientific truth has made glorious progress in bringing certain kinds of material freedom to man. Spiritual truth should be even more eagerly sought as being essential to a *greater* freedom which includes the ability to properly use, for man's deeper benefit, the freedom which science has given us.

When we say "God Bless America" we are conscious of a Universe whose essence is love and whose implementation is cooperation; that it was the Spirit of God moving upon darkness which brought light, upon chaos which brought order—that such a Universe is kindly to the conception of Him as a common father and of men as brothers.

These conceptions are not easy to hold but they are basic in democracy. Man looked upon superficially does not reflect deistic qualities, but great teachers have always looked deeper and beheld in their students god-like possibilities.

Truth seems often harsh, revolutionary, and divisive, but the seers and philosophers of civilization have been its greatest lovers and through it mankind's greatest benefactors.

The Universe often appears indifferent to man's desires and cruelly unconscious of his welfare, but believing, as our spiritual progenitors have, that it favors justice and goodwill among men, has

given a meaning and glory to life that it could not otherwise have had.

Schools are in a very real sense democracy's first line of defense. Democracy is already lost when men have not kept alive these ideals as spiritual realities. When faith in

man, truth, and a sane Universe dies Hitlers, Mussolinis and Stalins flourish. Democracy needs outward defense. Even more it must ever and always renew its inner strength—God Bless America!



Education and National Defense

THESE ARE DAYS of uncertainty. A nation is a full-fledged democracy one day and in the hands of a totalitarian state the next day. A country is free to manage its affairs in a civilized manner as the sun rises but by the time the sun is slowly sinking this same land may be stripped of any voice in the management of its people.

Issues that are uppermost in the minds of a people at the present moment may be dislodged and replaced by other issues in the next instant. Emphasis is being shifted from one problem to another in as little time as it takes to dial your radio from one station to another.

In such a state of confusion President Lloyd W. King of the Missouri State Teachers Association finds it exceedingly difficult to make fixed plans for the State Convention in November. Plans that are appro-

prate today may be a misfit tomorrow.

"Education and National Defense" has been chosen by President King as the theme for the state meeting. This topic is timely and of immediate interest to all educators. The government has designated the schools as defense agencies. It is the problem of the educators to see that the schools meet this situation with adequate plans.

Outstanding personalities such as Clarence A. Dykstra, President of the University of Wisconsin, Carroll Reed, President of the American Association of School Administrators, Willard E. Givens, Secretary of the National Education Association, Ben G. Graham, Superintendent of Public Schools, Pittsburgh, Pennsylvania, Walter E. Meyer, Editor, American Observer, and Elmer Davis, internationally known news commentator have been secured to appear as speakers on the program.



Secondary School Principals Fall Conference, Columbia, October 4-5

THE SIXTH ANNUAL FALL MEETING at Columbia of the Secondary School Principals is to be held at the University of Missouri Education Building, Columbia, beginning on Friday evening, October 4, and continuing through Saturday.

The conference theme is "Current Practices in the Development of a Cooperative Curriculum Revision Program," thus continuing the policy of cooperation with the State Department of Education in the promotion of curriculum revision in Missouri high schools.

For the first session on Friday evening, President McLane has selected the topic: "In What Ways Are Missouri Secondary Schools Providing More Vitalized Offerings?" This meeting will provide examples

of improved curricular practices in Missouri schools.

On Saturday morning the principals will be addressed by an out-of-State speaker of national repute on "What Are Some of the Promising Curricular Developments in the High Schools of the United States?"

The third session will be devoted to "A Report of Progress of the Missouri High School Curriculum Revision Program." The various planning and production committees of the State Department of Education will present brief reports of progress and indicate ways whereby workers in the field can participate in the continued improvement of the curriculum.

All persons interested in secondary education are cordially invited to attend this conference.

Association Activities

At the N. E. A.

MISSOURI HEADQUARTERS WAS THE MOST popular place to be found at the National Education Association in Milwaukee. Those present report a most enjoyable and worthwhile experience. Many Missourians were included on the program. Missouri was one of the sixteen states on the "1940 Victory Honor Roll" by virtue of an eleven per cent increase in membership.

Book Exhibit

For several years your M. S. T. A. has sponsored a textbook exhibit during the summer. The exhibit is held in your headquarters building in Columbia.

This exhibit affords an opportunity for the teachers, principals, and superintendents to examine the more recent publications in their particular field. The representatives of the various publishing companies arrange attractive displays for the occasion. Thirty-six textbook companies cooperated in this two-week exhibit and several hundred teachers attending the summer session of the University of Missouri took advantage of the opportunity to inform themselves about materials in which they were interested.

Publications Released

Your Association working through its Legislative Committee has issued an attractive bulletin entitled "Missouri and Her Children." This eight page pronouncement which came from the press in June is being distributed to interested lay groups.

There are three sections to this graphical bulletin. The first section relates what Missouri *does* for her children at the present time. The second part depicts what Missouri *should do* for her children with an estimate of the cost necessary to accomplish such a program.

The last section shows what Missouri *could do* for her children. This is accomplished by displaying Missouri's rank with other states on financial items. These are then contrasted with Missouri's ability as based on her financial resources.

The Missouri Tax Dollar, a six page

folder, has just recently come from the press. This represents another publication from your Legislative Committee.

The contents includes interesting facts regarding receipts and disbursements in the state revenue fund, receipts and disbursements of all funds of the State of Missouri, an analysis of state disbursements for public schools, the trend of property taxes, a brief history of the sales tax and its purposes, and other pertinent information for teachers and the lay public.

Over thirty-five thousand copies of the bulletin "Missouri and Her Children" have been distributed. A similar distribution is anticipated for the folder "The Missouri Tax Dollar." Any members of the Association who desire to secure copies of these publications for distribution to organizations in their community should write Thos. J. Walker, Secretary, Columbia, Missouri.

Community Associations

The Association has put and is putting forth much effort to make active and effective Community Teachers Associations. The success is evident by the constantly increasing number that meet regularly with well planned and worthwhile programs. Members of the Headquarters Staff have taken the work of the Association to an ever increasing number of Community Associations, Schoolmasters Clubs, Parent-Teacher Associations, and various civic organizations. The State Association and the District Associations have cooperatively supplied speakers for the August Plan meetings throughout the state.

Group Insurance

The fiscal year for the Association's group insurance begins on June 1. At the beginning of the current fiscal year, the group had 1,103 members, carrying \$2,574,500 of insurance. The ages of the members ranged from 20 to 79, but the ages of eighty per cent of them were between 30 and 60. During the twelve months ending May 31, 1940, premiums collected from members of the group totaled \$39,907.29, and death claims incurred and later paid by the insuring company totaled \$40,088.96.

Darn Those Desks

DARN THOSE DESKS ANYHOW! What would I, what could I do?! My four college years had saturated me with progressive educational theories. Lectures and group conferences at state and local teachers meetings, attended after college years, encouraged me to cling to those modern ideas in which I so firmly believed. Every professional book and magazine I read furnished me with additional proof that the new and improved methods of teaching were practical. I wanted to follow those methods. I wanted to seat my students about tables laden with interesting books. I wanted to arrange them in small circles for group discussions or conference periods. I wanted—Oh, what didn't I want? But there were those nailed-down desks grinning silently into my face, clinging grimly and resolutely to the old and conservative way. Movable armchairs, precious armchairs! How I wanted and longed for those chairs. But armchairs couldn't be afforded. The problem was stated, the facts ascertained but the solution remained to be discovered.

Social Science in some manner must be made more gratifying, more real, more meaningful to those one hundred sixty-

By LOIS NEFF
Maryville

eight students who came daily to delve into that storehouse of knowledge. Yes, I'd tried everything—worksheets, dramatizations, reports—everything I could think of I'd tried. Activities were enjoyed and facts were learned but the students individually were not grasping that deeper understanding; were not perceiving that greater concept of the past, present and future which I wanted them to comprehend.

And then it came. Yea! And it worked!

Twelve folding chairs were purchased. Twelve precious folding chairs entered our room and we were ready to fly on our way to knowledge through doors swung upon hinges of joy and happiness. Because they stood there folded in our room we could progress with our work as though the most modern of equipment surrounded us. Tables of antiquity were retrieved from the storeroom and placed before each two rows of desks. Upon those tables were placed stacks of books. Books old and books new, books detailed and books con-

Days of research and investigation follow



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Students express themselves silently and orally in their discussion periods

densed, books varying in degree of difficulty. Books—treasure houses filled with jewels of knowledge. And how astoundingly soon the gray old books dug from the dust of the unused library shelves came to be known, loved and respected along with the more fashionable and brightly colored volumes. Perhaps it is the balance between the old and the new which we so keenly feel, sense and enjoy in those books.

Besides our books, tables, desks and chairs our workshop tools and equipment consisted of a bookcase, a large wall map of the world, a case of maps, a small globe, a daily newspaper and an abridged dictionary.

And now will you come with us while we follow to completion a unit of work?

The bell has rung and in troop the students. Three take their places in the front of the room, one to check the roll and excuse blanks, another to indicate upon the map all places mentioned by class members and the third to direct the students by permitting a given group to give first its news of the day, after which the discussion is thrown open to all members. When the time allowed for news is up the class is turned over to the instructor who has been seated in the rear of the room. She is ready to answer any questions left unan-

swered by the students, to correct mispronounced words, and to add any information of especial importance. From the news she turns her attention to the introduction of the new unit of work. Connecting links between the subject and the students' experiences are established, interest is aroused, the subject is sold to the class. A mental attitude conducive to study prevails and to the tables of books the students go. Tables of contents are studied, materials examined, books selected and back to their seats they drift, there to read and read, to select other books and again to read. The turning of pages and scratching of pencils is heard.

Students' habits of study are closely supervised. Reading habits are carefully checked. Slow readers are encouraged and taught to speed up their reading, by scanning and controlling eye movements. Pupils desiring added information upon a certain phase of the work are guided to other sources of material. Questions are answered and students are urged to work rapidly, effectively and efficiently. The instructor is kept busy caring for those students who are decidedly active; active mentally, absorbing, thinking and questioning and active physically, selecting, reading and writing.

The taking of notes is not required ex-

cept when the instructor checks the method to see that all are well versed in the art. Even so, practically everyone takes notes because, and here the students are quoted: "I think I can remember but when I begin discussing the subject I find I can't recall certain facts which I need."

Three or four minutes before the close of the period the students are notified. Books and equipment are put in their proper places and after discussing a few facts or ideas learned, the pupils are ready mentally and physically to leave their social science laboratory. Days pass in the above described manner, the number depending upon the age of the group, their past experiences and the unit of work itself. The instructor soon learns to gauge a group; can almost predict the day when they will begin to say, "I am ready for our discussion period." The students have been confronted with a problem, have known exactly what they were searching for, have organized the material and have arrived at a conclusion.

Then follow days of discussion. The twelve chairs are unfolded and placed about the maps. The news period is completed and a group of students take their places. Time is precious and public sentiment permits no dallying as illustrated when Jimmie arrives with his notes and decisively states, "Don't argue, Pope. Lets get goin'." Ideas are expressed, facts given and questions asked—asked not in the mood of testing one another's knowledge but for the purpose of learning. All participate, even timid Rose who found herself speechless during the discussion. "Say something, Rose," said a fellow student, "Say—," and he gave a fact which Rose repeated. Soon she was freely giving facts of her own finding. Students learn to express their ideas freely and fluently. They learn to round out their knowledge with information obtained from others. Since each enjoys being listened to, the group is willing to be an attentive audience. Students receive training in evaluating the thoughts of others as well as of their own. Student activity in a life-like situation predominates while seated nearby yet outside the circle is the instructor, ever ready to assist, guide and suggest. She is there to lend the security and confidence essential to students but never to impose upon them

her superiority so despised and detested by youth.

Since twelve chairs will not permit thirty-seven students to participate at once in the group discussion the remaining twenty-five are busy expressing silently important facts or ideas which have been gained from their study. Songs, poems, posters, peep shows, letters, soap carvings and various other means of expression take on form as these students work silently while the twelve are talking. Three days must be taken to allow for oral discussion by each student, thus giving two days for illustrative work.

And then test day? Oh, no! The purpose and value of tests has been explained to the students. With these in mind the pupils write in their best English a summary of the unit. This period has become known to us as the summary period. As the period comes to a close the essays are collected and placed on the cupboard shelves.

The following day the students with their partners, chosen at the beginning of the school year, begin their checking of the essays. Misspelled words must be learned at once, poorly constructed sentences rewritten, punctuation marks corrected, false statements rectified. Every rule of accuracy concerning English as well as the social science information is observed. Each student is not only learning as he corrects his mistakes as found by his fellow classmate, but is reading the written thoughts of another concerning a subject with which he is acquainted. He finds new ways of expressing that information. Often in checking words he finds that he too, is learning along with his partner. Each student is endeavoring to raise the standard of work of that person with whom he is working as well as his own. In the same manner illustrations are checked before appearing about the room for all to view.

News is discussed daily but a deeper, fuller understanding is to be gained from periodicals published especially for students of this age, which have been arriving each week.

A few days are needed for the reading and discussing of articles of major importance found in these papers.

The subject is introduced, motive ques-

tions are set up, the material is studied under the instructor's supervision and the articles are discussed in the social science laboratory. These periods of current event study being completed, our wheel of learning turns on round to our next unit of work.

Darn those desks—no more. Around them are entwined pleasant thoughts, about them work happy students and close by is a contented instructor. The

problem has been stated, the facts ascertained and the solution discovered. Social Science has become more gratifying, more real, more meaningful to those one hundred sixty-eight students who come daily to delve into that storehouse of knowledge. The students as individuals are grasping that deeper understanding, are perceiving that greater concept of the past, present and future which I want them to comprehend.



DR. WALTER JULIUS SAUPE—A MEMORIAL

The Faculty of the School of Education of the University of Missouri, assembled in extra session July 18, 1940, approved the following memorial in recognition of the life and work of Dr. Walter Julius Saupe.

DR. WALTER JULIUS SAUPE came to the University of Missouri in 1921, after having completed an undergraduate degree in the Southeast Missouri State Teachers College at Cape Girardeau in 1920. He was an instructor in the School of Education for the years 1921 and 1922, and received the degree of Master of Arts from the University in 1922. During the years 1922 to 1924 he was an assistant and instructor in the College of Education in the University of Minnesota and obtained the degree Doctor of Philosophy from the University of Minnesota in 1924. He was appointed Assistant Professor of Education in the University of Missouri in the fall of 1924 and in 1931 he attained the rank of Professor of Education. All subsequent teaching experience was rendered in the School of Education in the University of Missouri. His previous teaching experience had included two years as principal of the high school at Dearborn, Missouri, and one year as superintendent of schools at Lathrop, Missouri. He also served in the United States Army from May, 1918 to February, 1919.

Dr. Saupe was regarded as an outstanding teacher, and his classroom work attracted wide attention. He served on numerous University committees, and the administrative offices of both the School

of Education and the University often sought his advice and counsel.

Dr. Saupe organized and put into effective operation the aptitude testing program of the University, cooperating with the teachers colleges and with more than four hundred of the leading high schools of the state. His interest in his work, from the standpoint of the University, was in providing the various divisions of the University with more accurate information concerning the abilities of their students.

In addition to his conspicuous success as a teacher, Dr. Saupe was regarded by his colleagues as a critical scholar in his chosen field, Educational Psychology. Moreover, one of the most significant of his many lovable traits was his unassuming friendliness and genuine interest in the welfare of all students, regardless of whether they were members of his classes or students in other divisions of the University.

The Faculty of Education recognizes that in the death of Dr. Saupe the University of Missouri, and particularly the School of Education, has lost a faithful colleague, a respected scholar, and a devoted teacher.

(signed) W. R. Carter, Chairman
C. E. Germane
C. A. Phillips
L. G. Townsend

Worthy Home Membership for Teachers

EACH YEAR THE MIDDLE of September finds several thousand teachers at work. It also finds these public servants established at a variety of boarding places. Whether these teachers become a part of the home-life of their respective adopted homes depends entirely upon the teachers themselves.

Let us consider the problem from the point of view of the rural teacher, and her near-relation, the small town instructor. What type of boarding places are open to her? We shall catalog a few which, from observation and interchange of experiences with other teachers, we believe to be typical.

Probably the commonest type is that which the rural teacher or she who would save money, is forced to enjoy. A board member, usually, or an ex-board member, has a spare room. Or could have one by putting Mary in with Alice (if Mary could still use half the spare room closet.) Frequently, access to this room is through another bedroom. Wash water and other utensils must, of course, be carried from the kitchen through dining, living, and bedroom, and thence into the roomer's haven. Any teacher living here will have little privacy. She will do her homework around a common stove with the radio and the family playing an accompaniment. She will not be able to do any reading on the long winter nights, unless she has powers of concentration developed to the nth degree. But she will not lack entertainment, if she can enter whole-heartedly into the family free-for-all. She will probably have to be a passive member of the family group, however, which will do her personality little good, even dull it. For what hurts worse than to be on the fringe of a crowd?

She will not enjoy many ablutions either, since the temperature of her room will usually run close to freezing all winter. But she will be bountifully fed in humble table d'hote fashion for which American farmers are famous. The boards will groan three times a day. She will be experiencing the kind of home life from which the

By ADALINE HULL
Columbia, Mo.

power of America has most often sprung. The question is: What can she contribute that will make her a worthy member of this home? She must not enter family controversies, give sympathy to the offended, nor become over-fond of any single member of the family. Nor must she express her convictions too freely, nor correct errors tactlessly. She must never take a dictatorial air in any instance, even though she may be adept at lending a hand in time of need, when work has piled up on mother. She must steer the conversation away from 'shop' and personalities. She can open new fields of thought for the whole family and she can stimulate some of them into broader reading. She can give them vision and thirst for knowledge. She can do this only if she proceeds with no obvious effort or intention of doing so. She must never take on the air of a reformer. Everyone dislikes a reformer because the very fact that he has a crusade asserts to one and all that they are wrong while he is right. The worthy home member works to make other members combine what is good of the old with any new ideas she may be able to introduce.

Another type boarding place found by teachers is the home of a middle-aged or elderly couple who have found themselves with too many empty rooms after their own children have failed to arrive or have gone to homes of their own. They rather condescend to take the teacher and she is soon impressed with the idea that she is a paying guest. Usually here the 'guest' has all the privacy she could desire, for a while, at least. Her room is her castle to which she comes and goes on tip-toe. Her dinner is excellent, served in courses by a maid, probably. The lady of the house is frequently stuffy and indolent and not a little shallow from prolonged mental laziness. If she approves the 'paying guest,' she may in the course of time tell her repetitiously about her children separately and collec-

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tively. And to be worthy in such a situation, the roomer must listen, comment complementarily, manifest interest, and even perchance exchange a little information about her own family. Small price for all the comfort afforded, being an appreciative listener!

Now it would seem easy to become a worthy member of this household. One could, you might suppose, merely lead her own life in her little twelve by fifteen foot castle. Sometimes one can! It is heavenly to find such a place. But alas! sometimes the host has wishful eyes or enjoys the interesting, stimulating conversation of an educated woman. Or sometimes he is an affection-starved individual—or thinks he is, which is worse. The paying guest is 'put on the spot', so to speak, for her graciousness. Her little castle comes tumbling around her ears. She withdraws to her sanctuary, lifts the drawbridge, becomes aloof, alone, and unnatural. Or she moves. No doubt she will spend many lonely hours wondering what kind of justice there may be in a world where only the *old* fellows appreciate an intelligent woman!

And then there is the childless wife, married these fifteen or twenty years, enjoying a lovely home and many blessings too numerous to mention—indeed, everything except that which she feels most important, the ardor and love with which her husband wooed her. So she takes in that handsome new man teacher as a roomer, to make her spouse jealous, no doubt, and thereby hangs a nauseating tale of misery for one of the state's public servants. Or take the lady in her sixties who takes a teacher for companionship. Just exactly where these elderly widows get their vitality is a miracle. They can think of more places to go and more things to see than the most curious bear that ever crossed yon mountain, be it to gather rocks, shrubbery, quilts, or other endless hobbies. A teacher who can drive a car need never be without employment with this landlady. And men teachers find kind old ladies who just need a man around the house. There are thousands of fixings and errands to run. If we fill one of these many needs, who can say we are not worthy members of our adopted home?

I do not point out these many situations

in a disparaging attitude. No, each has its recompense, and likewise, each has its delicate situation. If we can handle this delicate problem in an equally tactful, delicate way, we may go to bed at night with at least one acknowledged blessing.

Here is a situation as old as people, no doubt, but one which becomes increasingly difficult to remedy. The problem arises usually when men and women teachers are housed together in a teacherage or public boarding house. I refer to one-sided infatuations. It seems to me that most women teachers want a home. They are interested in their work, yes. They like the profession? Oh, yes. But they crave, away down inside, to marry and have a home. Now it so happens that an eligible male teacher or professional man, living in such domestic proximity, represents all that is lacking to make this dream a reality. From this point onward everyone concerned suffers. The man wishes to be cordial; the woman misinterprets cordiality for personal interest. The man does not proceed fast enough; the woman invites him to go here or there in her car. (A strange thing it is how many women teachers have cars while the men have none! It is an interesting study in values.) The man does not wish it to be repeated, for it puts him into an unmanly situation. First he is cautious, then formal, and finally ducks out of the picture. The woman teacher, being a teacher, wishes to bring the trouble to light in order to remedy it. Then she gets hurt by brutal but necessary frankness from the man. Everyone is hurt, everyone is unnatural, and not infrequently it is carried into the school. Neither are any longer worthy members of the teacherage nor of the faculty. What to do? Would it be simpler for two or three women teachers with pronounced homing instincts to get an apartment and a couple of dogs? As for the men, hie them to the altar before they take a job!

The small town boarding house is another place we frequently have to call home, faded wallpaper, sticky varnish and all. A number of us stay here and a social life all our own develops. In many respects we live freer lives here than any place else, for let it be said of boarding house landladies, they seem to have come

nearer to that perfect attitude known as friendly indifference than any with whom we have come in contact. Here we are worthy members of the household as long as we pay our board regularly, do not clutter up the kitchen and basement too often with laundry, keep our things picked up in our rooms, complain little if at all, close our ears to noisy roomers, smile a great deal, and see as little as possible outside our own affairs. Complications arise when a highway or line crew stop over for a few days or when and if the landlady decides to sell beer. It is hard to find the original heart of the landlady in such instances and the problem usually calls for a move.

The light-housekeeping arrangement could be a most satisfactory panacea for many ills in small communities. Here they have independence and physical exercise, the best antidote for this school-teacher 'spread' so publicized in women's magazines. It is a remedy for other ailments common to the tribe too. If the town is not too small such an arrangement is good and will receive the blessing of elder, deacon, and steward, provided the householders already have the personal qualifications the public expect of the well-bred individual. The village parson and his pious devotee, however, can never believe that four or five unprotected females could possibly maintain their equanimity, probity, and virginity and still have such an apparent good time in their small quarters. Only braver hearts need try

this venture in housekeeping in a rural or village community.

Nevertheless, it is a satisfactory arrangement. To be a worthy member of a light-housekeeping establishment a teacher must maintain a cheerful frame of mind, take what comes without complaint, be willing to do his work and that of another person when necessary, keep a becoming restraint so that intimacy will not breed contempt, and remember that the reputation of the whole group depends upon the type of guest which is seen coming and going. These things and an elastic adherence to conventions common to the particular community are all that may be necessary to make a pleasant, profitable school year.

Remember, I am not saying that problems *have* to arise which will test us as worthy members of the household, but I do submit these as things that *may* occur. And the way we handle the situation, if or when it arises, is the measurement of our worth as a member of that small community, the household. Each type of boarding place offers advantages and the teacher, being a public servant, having dedicated her life to uplifting humanity (young and old) can contribute something worthwhile. After all, whom do we love? Why, he who has something to give. We who must dwell with others must study our field and decide what we can give, with honesty to ourselves and our profession, or contribute to our adopted home. And then we must do it tactfully, aye, may I suggest prayerfully?

IMPORTANT CONVENTIONS

OCTOBER

- 4 Secondary School Principals Sixth Annual Meeting, Columbia, October 4-5, 1940.
- 10 Missouri Library Conference, Missouri Hotel, Jefferson City, October 10-12, 1940.
- Central Missouri District Teachers Association, Warrensburg, October 10-11, 1940.
- Northeast Missouri District Teachers Association, Kirksville, October 10-11, 1940.
- Northwest Missouri District Teachers Association, Maryville, October 10-11, 1940.
- 16 Southwest Missouri District Teachers Association, Springfield, October 16-18, 1940.
- 17 South Central Missouri District Teachers Association, Rolla, October 17-18, 1940.

NOVEMBER

- 6 Missouri State Teachers Association Annual Convention, Kansas City, November 6-9, 1940.
- 10 American Education Week, November 10-16, 1940.

DECEMBER

- 13 State Directors of Vocational Education, San Francisco, December 13-15, 1940.
- 16 American Vocational Association, San Francisco, December 16-18, 1940.
- 26 National Commercial Teachers Annual Convention, Hotel Sherman, Chicago, Illinois, December 26-28, 1940.

FEBRUARY

- 22 American Association of School Administration, Atlantic City, February 22-27, 1941.

Mathematics in Monett High School

By CATHERINE SELVES
Monett High School

IN THE SCHOOL YEAR 1935-36 general mathematics was introduced into our curriculum as an alternate with first year algebra in the ninth grade. Students were allowed to choose the one they preferred. As a consequence, some of the best students chose general mathematics because (1) they thought it would be a practical course for them and besides had no desire to go further in mathematics; (2) some allowed themselves to be guided into it because it was considered best for them; (3) while others chose it because they thought it would be a "snap" course. On the other hand, many chose algebra who had no mathematical ability or inclination, because their parents thought the children should take it because they, the parents, had taken it. Consequently, the two sections of algebra and the two sections of general mathematics were all heterogeneous groups of every type of student.

In the year 1937-38 it was decided that a different plan should be tried. This plan stated that every ninth grade pupil should be required to take general mathematics; any tenth grade pupil could elect algebra, which would cover the work formerly done in first and second course in algebra and any eleventh grade student could elect geometry which would include both plane and solid geometry.

In order that this plan might be carried out with the most beneficial results it was necessary to discard the old seventh and eighth grade arithmetic texts and adopt a series of books for the seventh, eighth and ninth grades which would unite in making an integrated terminal course for those students who do not wish to pursue mathematics farther and yet would give sufficient background for those who desire to follow up the subject in senior high school. To this end we wanted a series which would give in the seventh and eighth grades (1) those social values such as thrift in buying, economy in time, safety first suggestions, insurance, budgeting, good banking, worthy use of leisure time and other applications within the range of the pupils' knowledge and interest; (2) abundant

drill and modern methods in correlating, rationalizing, and applying the processes of arithmetic, algebra and geometry; (3) the rudiments of intuitional geometry and construction work, and the approach to algebra through the formula.

In the ninth grade the problem materials become more complicated and life-like. The pupil learns to understand (1) simple graphs and charts which abound in current magazines (2) problems of finance (3) much use of the formula and simple equation (4) much about the radio, aviation (5) principles underlying insurance and investments (6) and countless measurements, estimates, and evaluations with which the life of the intelligent person abounds. This course serves to correlate arithmetic, algebra, and geometry so as to produce a unified and consistent course in general mathematics. The algebra covers all the principles and processes usually taught in a first course, but only the simplest applications are presented. However, any alert, hard-working student who finishes this course will be able to take up a second course in algebra without difficulty. The geometry emphasizes the factual and the intuitive aspects of the subject, carrying the work up to the introduction of the formal proof.

Because of the nature of this three year sequence we feel that it should be required of all students. With the start already made in algebra, and the more select and mature tenth graders as compared to ninth graders an elective thorough course in algebra completing the second course in algebra is given. Under this plan students can capably cover more material than they formerly could under the old one and one-half units of algebra.

Similarly in the eleventh grade, plane and solid geometry is completed in one year with better results than under the old plan. Plane geometry is fresh in their minds with a better conception of it than

those who had it in the sophomore year.

I have worked under the above plan which I began three years ago and the longer I use it the better I like it. I do not find that enrollments have increased to any extent but the students who do

elect algebra and geometry are more interested in their work. They have a broader and deeper knowledge of both algebra and geometry and are thus better prepared for whatever course they might pursue.



Are We Fit to Teach?

TIME WAS WHEN THOSE who could did, the others taught. The colonial schoolmaster was an itinerant keeper of children. The schoolmarm of the early Republic was the disappointed Cinderella of the town. Today we are satisfied to have in our profession only the most capable of individuals. Only those individuals are considered capable whose personality is outstanding, and who are well adjusted socially and emotionally, in addition to being trained in the technical phases of education. Only this type of person is considered qualified to guide the development of the nation's children.

A radiant personality and sincere personal relationship are more useful than the most clever or elaborate technique of classroom management. A personality to be considered radiant must possess an abundant share of humor. To see the bright side, the light side, the human side, will help to make the small mistakes and defects of children assume their relative place in the scheme of life. The clever touch of humor may well dissolve the clash of personalities and release the tensions which often arise in the classroom. If we are afraid to let humor enter the door of our classroom we are admitting inadequacy, we are afraid we will lose control. Are we human?

To secure social and emotional maturity we teachers need contacts with adults. We must live fully as human beings. There are numerous means by which to enlarge our scope of experiences; seek contact with people of all races, participate in civic and cultural enterprises, read, travel, develop hobbies, and meet friends for different kinds of play. Make contacts with people and activities outside the profession. As someone has said, teachers need to enter the main stream of life; they cannot merely

By JAMES F. REDMOND
E. C. White School
Kansas City

push pupils into it from a secure position on the bank.

Affecting our personality is our regard for children. We must make a deliberate effort to cultivate a love for children. They are interesting, lovable, and begging for understanding. Their very defects are often the most highly cherished perfections of an adult personality. We can find something to love in each one. Any teacher who doesn't have a genuine love for children has no place in schools.

The emotionally adjusted teacher takes his obligations seriously but keeps these obligations in their proper place. He doesn't forget that living is contacting other human beings. He doesn't let his routine tasks absorb a disproportionate share of his time. He capitalizes his opportunities as well as his obligations and lives a full life.

At this time of the year when we are embarking upon a new cycle in our lives and the lives of our children let us stop and check ourselves. Are we worthy of the responsibility entrusted to us? Are we the possessor of a radiant personality, do we love children and have faith in their possibilities, do we have the proper perspective in viewing our obligations and opportunities? If not, hadn't we better make an honest effort to develop these attributes, If we but keep in mind the idea that character and personality are more important in teaching than in any other profession perhaps we will perform a better service in our chosen work.

English and Junior High Journalism

DESPITE THE FACT that junior high students in the United States read, write, talk, and think in English, the subject of English fails to arouse any particular mental ardor in the minds of a surprising number of these students, particularly boys. This unfortunate situation creates numerous hazards in the path of an English teacher who wishes to interest as well as instruct his students, and, by accomplishing the first aim, increase the scope of the second.

In a search for some method to overcome students' indifference toward English improvement, I used recently some ideas I had conceived while I worked under a newspaper editor. Shortly before I began teaching, I was a reporter, and the technique of "getting things done" this editor taught me with no apparent effort or direct method impressed me. He assigned a story and forgot my existence. I borrowed generously from his "laissez-faire" method in my experiment.

This experiment I attempted on one seventh and two eighth grade classes in my school, Reed Junior High at Springfield. Many of my students lacked the drive necessary to accomplish anything alone, and most of them seemed totally helpless without masses of minute instructions. One of my aims was to instill a sense of self confidence and to induce them to work independently, making their own decisions.

To change writing from a drudgery to enjoyment became my second aim. Assignments of written compositions generally inspired such lamentations that I hoped to find a less irksome way of motivating student writing.

Because novels and motion pictures have propagated so widely the idea, unfortunately inaccurate, that all newspaper work is exciting, I found students responding eagerly to the assignment that they write and edit their own newspapers. After I had mentioned the idea, numerous students stopped at my desk to inquire when they could begin work on their papers, and the explanation that they had to learn to write news stories first increased their enthusiasm.

Kipling's quatrain about his "six honest

By KEITH BAKER
Reed Junior High School
Springfield

serving men" permitted me to assign memory work, poetry, and to implant journalistic principles simultaneously. The quotation:

"I kept six honest serving men,
(They taught me all I know);
Their names were What and Why and
When
And How and Where and Who."

Having learned the importance of these six questions and of being accurate in answering them, students witnessed playlets which were really miniature news events. After each playlet, class members interviewed each actor until the answers to the questions were known. Gradually their stories became better, grammar and spelling improved, and a genuine interest in writing a good story was aroused. I answered few questions, compelling students to seek out their own information.

Because of the difficulty of headline writing, the students only touched the subject learning enough to write them if they liked. I know of no literary exercise more valuable in building vocabulary. I assigned headlines, each line of which had to contain a certain number of units. All letters in the alphabet count one unit with the exception of *i* and *l* which count one-half unit each, and *m* and *w*, which count one and one-half units. Reason for this count is logical; the first two letters require less space, the second, two more, in print than other letters. All punctuation counts one-half unit. Spaces between words count one unit.

Having learned these facts, students were told to write a headline, for example, that stated the school had acquired a new \$400 sound motion picture machine, and to tell this in two lines of eighteen to twenty units. The resulting headline was, perhaps:

REED BUYS NEW \$400

SOUND MOVIE MACHINE

The first line of this headline counts

18½ units, the second 19, making the headline acceptable. In searching for synonyms, students learned to use and spell words such as "projector" and "acquires."

The class carefully studied the school paper, *The Reeder's Digest*, noting the difference between news stories, features, editorials and the other types of newspaper writing. More work followed on getting the facts accurately, and the paper was assigned.

Each student had a copy of the Reed paper, and was instructed to follow the style of newspaper makeup in his copy. Makeup is a newspaper term describing the art of arranging stories on a newspaper page so that the page is attractive. Skipping the technicalities of makeup of which there are many, I asked the students merely to place their stories, all of which were specifically assigned, in positions on their pages corresponding to the positions of stories in the Reed paper. Thus, if a student's story was too long to fit the space, he had to "cut" it, and quite unconsciously he practiced the difficult procedure of condensation. Some of these junior high students accomplished this difficult task better than college reporters whose work I have edited—and deplored.

An entire four page newspaper was "published" by every member of the class. The publisher was also editor, editorialist, reporter, and advertising manager, and, in the masthead, he listed his own name under each of those imposing titles.

The front page of every paper carried a feature "message" from some celebrity or friend, and the list of personages contributing these imaginary messages included three cinema stars, President Roosevelt, Admiral Byrd, and Mr. Groundhog.

Some students showed ingenuity in their advertisements, and many enjoyed their literary labors, turning in neat, clever newspapers. Best of all the papers was written by an eighth grade student. Titled simply, "The Reed Fifth Hour," it was replete with clever, original ideas. The student listed her own name by the title, editor-in-chief. News, feature, and advertising editors were designated, "Me," and the reporters were "Me," "Myself," and "I."

For the main story, the assignment con-

cerned January weather which had been unusually cold. After describing the record drop in temperature, the girl concluded, "The ponds and lakes have frozen, and I tried to learn to skate. These pictures illustrate how I skated most of the time." Following were two pictures, one depicting a girl falling on the ice, the second showing her struggling to get out of the hole she had broken in the ice while bewildered fish swam around her holding up their fins defensively.

"An Orchid to You" column, "Idle Chatter," and "Now I Think," an open forum, constituted other feature stories. News stories included an assembly, a playlet in class, and home room events.

Results of this journalistic experiment showed in several ways, among them an increase in writing facility and clearer writing than students had achieved in writing on less tangible assignments.

Quantities of spelling words, particularly useful in that they were words students knew and used but could not spell, were unearthed by the experiment. Best of all, some students discovered for the first time that it was fun to write. I state this confidently because of numerous voluntary statements like the following which appeared in their newspapers:

"I like to make the newspaper and enjoy looking for news to put in it."

"I am the author and chief of this paper, and I have enjoyed making it very much and hope I get to make another one soon."

Some students who had stated in class they preferred to recite their assignments orally rather than write them found they *could* write fairly well. They learned quantities of words and used them. They gained some understanding of a newspaper. Some announced their desire to work on the school newspaper staff. Others expressed amazement at the difficulty of writing a newspaper "which was so easy to read."

Most of all, they practiced the arduous art of using words and punctuation in work that was not unpleasant. The time spent in doing the work which they did not realize was more difficult than most of their assignments, was, I think, worthwhile considering the interest that attended the effort.

Science Club Organizations

HIGH SCHOOL CLUB programs have been recognized for some time as valuable extra curricular activities. They are particularly of value when they enrich the quality of curricular experience. From this angle of enriching the curriculum I am particularly interested in science clubs and their development in Missouri. Any aid to the development of these science clubs should be of interest to all science teachers. It is with this in mind that I would like to call to your attention two worth while organizations that have been of value to our Eldon Science Club and which I feel can be recommended to all science teachers.

The first of these is The American Institute Science and Engineering Clubs, 60 East 42nd Street, New York City. This organization was founded in 1828 "for the purpose of encouraging science, engineering and industry in the United States." Annual fairs were held where inventors were encouraged to display their inventions and industry to display its products. Here Morse displayed his telegraph, McCormick his reaper and Singer his sewing machine. However, with the coming of the 20th century industry became well established in America and The Institute turned to the encouragement of young scientists. The Institute was not a rich organization but had substantial endowments and from 1928 to 1938 New York students, through science club organizations, were encouraged by science congresses, science fairs, helpful information, student publications, and other aids. However, this program was limited to New York because of a lack of funds. In 1928 the Westinghouse Company subsidized the program and it was expanded into a national organization.

Affiliation with the American Institute involves the following steps:

1. Formation of a science club from the age group of 12 to 18.
2. Making the necessary application and payment of dues of \$2.00 a year for a club of 20 or less and ten cents for each additional member.

In return for this affiliation each club receives individual club pins, membership cards, a club charter, five free subscriptions

By C. H. JONES
Science Teacher
Eldon

to The Science Observer, booklets on organization suggestions, science books, film lists, and many other valuable aids to a successful science club program. To our own Eldon High School Club these services were worth many times the fee charged. The pins were easily worth the \$2.00 we paid for affiliation. The American Institute explained that the fee does not nearly cover the cost of the materials sent to each club but that this fee, supplemented by incomes from the endowments, makes the program possible. This is an organization that any club will find to its advantage to investigate.

The second organization is the Missouri Junior Academy of Science. The annual membership fee of this organization is \$1.50 per club. The principal advantage to be obtained in affiliation with the Junior Academy is the opportunity to participate in its annual meeting held each spring with the meeting of the senior Academy of Science. Our club sent two representatives to the 1940 meeting at Warrensburg and they were impressed very much. This meeting featured student displays, a series of demonstrations, student talks, election of state officers, a student banquet with a speaker, and a sponsor's meeting. To illustrate the type of work presented I mention some of the items displayed. There was a home made telescope, a pocket radio, models of prehistoric animals, a photograph display, and others of interest to boys and girls. Among the worth while experiences at this meeting were valuable contacts with other boys and girls, application of parliamentary procedure, inspiration, and ideas for future individual work.

I have found both of these organizations very helpful in the organization and operation of a science club program.

If you desire further information I shall be glad to receive your communications or write directly to the American Institute or to Miss E. M. J. Long of the Normandy High School, St. Louis, Mo.

Community Teachers' Association Sponsors County Achievement Day

COMMUNITY TEACHERS ASSOCIATIONS promote various educational projects and activities during the course of a year. Probably one of the most unique of these is the achievement program sponsored by the Community Teachers Association and the County Department of Education in Platte County.

This annual affair was held for the fifth consecutive year last March. Having a very modest beginning with one day activities and perhaps twenty per cent of the schools cooperating the affair has expanded into a three day program. With the addition of two extra days it is now barely possible to provide sufficient time for the forty-two schools of the county to give their numbers. Over eighty per cent of the schools in Platte County now enter enthusiastically into the spirit of the program.

The spirit of this program is not one of competition. In its early stage it did bear the characteristics of a competitive affair as prizes, ribbons, etc., were awarded to the schools and individuals participating. The first year the contestants were rated one, two, or three. The next three years they were rated by the point system in common use in district and state music contests. County Superintendent Joe Herndon believing in the philosophy that a piece of work well done is a reward within itself, this year planned the achievement day on

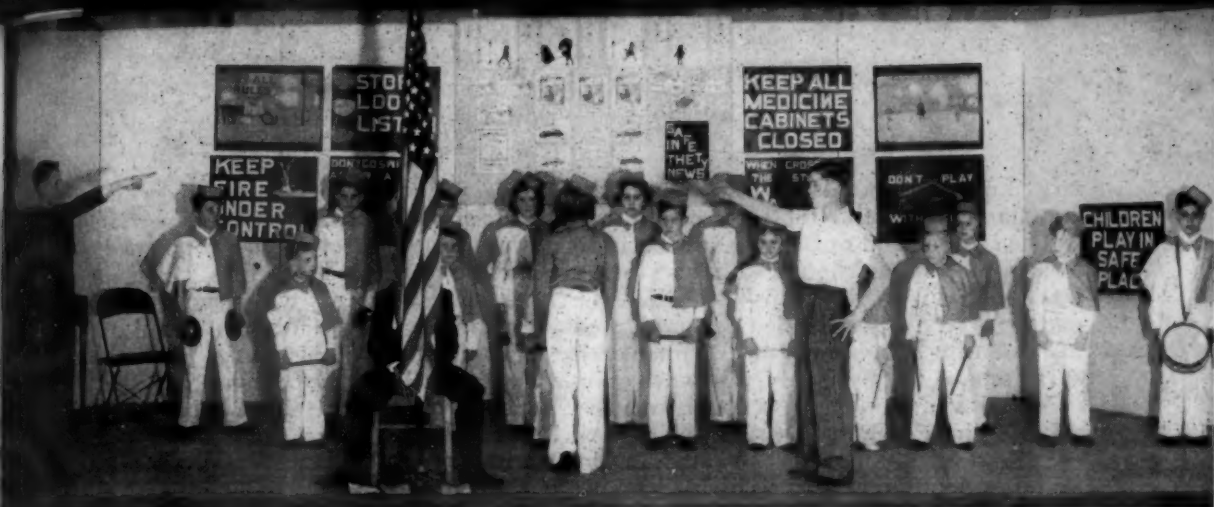
a strictly non-competitive basis. Instead of using ratings and prizes, two critics were employed. Eula Smith, critic in music, University of Kansas, and Mrs. A. E. Akers, speech critic, Speech Supervisor, Gentry County, cooperated in writing constructive criticisms of each group number presented. These criticisms were typed and sent to the director of the number within two or three days following the program. Superintendent Herndon reports attention was much better and the tense feeling which displays itself so frequently when competition is stressed was conspicuously absent.

A new feature of the program this year was the presentation of a culminating activity of a unit of work. These activities included subject matter which had been taught in the regular school year. The units were presented in the form of speech and music with stage setting and scenery from the actual work of the pupils. In a culminating activity, the school selects the unit and combines all subjects taught, and presents the story of the material learned in the study of this one unit.

Schools could have their choice of presenting a unit of work or individual numbers. Twenty schools presented units of work while twenty-two selected individual numbers. The teacher of each school selected the unit best adapted to her local situation.

The pupils in Tracy School designed and made their costumes and instruments





Line Creek School doing their part to promote safety

One advantage of the culminating activity is that little extra time beyond that which would ordinarily go into a unit of work is needed to prepare it for the achievement day. This remedies the undesirable feature of spending hour after hour of time which should be devoted to the regular program of studies in practicing on the production of a number for public performance.

A second significant advantage of the culminating activity can readily be appreciated when you realize the whole school may participate in the production of a single unit. This is regardless of age or grade. Here is truly an opportunity to provide for the integrative and cooperative process in full measure.

"Highlighting American History," one of the units presented, opened with the Indians, followed by the Pilgrims of 1620, then a schottish dance showing diverse nationalities making up our population. A folk dance was given by eight children, dressed in Dutch costumes, even to wooden shoes. A solo "Believe Me, If All Those Endearing Young Charms," was sung representing the Irish settlers. The negro characters danced to the plantation tune, "Dixie Land."

By 1776, the population had increased greatly and the Declaration of Independence was drawn up by several well-costumed colonial statesmen. Paul Revere's ride was illustrated. The minuet was danced by four colonial dames and four white-wigged colonial fathers. All of these numbers were introduced by a reading. The accompanying picture shows the back

drop of water color pictures of early Indian days, Mayflower, and maps of the United States before which these numbers were given.

After a century and a half of American history had been highlighted, a well directed rhythm band made up of Indians, early settlers, negro slaves and colonial statesmen, presented a number from the instruments which they had made. Binet's poem "Jesse James," was given by the whole group, representing the tying in of choral reading with this unit.

The last number represented, "The America of Today," showing the offering of cotton by the South, gold and silver from the West, fruits and vegetables from California and Florida, textiles from New England. These offerings were brought in red, white, and blue baskets to a white-robed spirit of America. After this, the group sang, "America the Beautiful" and gave the Pledge to the Flag.

All costumes and scenery were made by the students in connection with Fine Arts class. The dances represented the Recreation Arts, and the whole unit revolved itself around the Social Studies area.

With the competitive spirit removed schools placed more emphasis on the creative opportunity provided for the production of costumes and instruments in the schoolroom and less on the buying of these.

The programs are presented in the auditorium of the Platte City High School. The seating capacity of the auditorium, by supplementing it with folding chairs, is scarcely adequate to care for the crowd of 1000 interested patrons desirous of seeing this display of learning activities. All elemen-

tary pupils are admitted free but adults are charged ten cents for each session.

The background of the stage in the auditorium for this occasion is stationary being made of wall-board. This expedites the matter of changing the back-ground used in presenting the various units. Since each rural school is given only thirty-five minutes and the elementary schools forty-five minutes in which to present their work every movement must be planned in the minutest detail. The work is divided among the pupils, each having some task for which he is responsible. Thus, many opportunities are afforded to develop traits of dependability and initiative in pupils.

This is not just another show or exhibit;

it is an educational program which embodies sound principles. It is a triangular affair as far as results are concerned. Parents, pupils, and teachers share in the outcomes. Parents will have a better understanding of the modern school and the unit method of teaching. Parents also develop a better appreciation of the activities of their own school. For pupils, this means a more thorough understanding of subject matter, group participation, and practice in public speaking. There is an inservice training for teachers that is practical. There is a mutual exchange of ideas and helps difficult to obtain in any better way. There is freedom to create, to pioneer along new and original lines.



An Active School Boy Patrol

DURING THE PAST THREE YEARS the School Boy Patrol of Shelbyna High School has evolved from a mere traffic regulator to a truly efficient and valuable service group. In addition to the usual activity of such a patrol, that is regulating student traffic at street crossings, this patrol plays a significant part in the activity program.

At football games, designated patrolmen assist faculty members at the three collection gates. Other members assist in parking automobiles and in the general supervision of the grounds.

At our invitation basketball tournament, the boys have many duties. They run errands; act as messengers; supervise the dressing rooms; help teams locate their dressing rooms and rooms in town; supervise the checkroom; and supervise the storage room. They also perform a similar line of work at track meets.

The patrol is especially interested in promoting good sportsmanship and has a fine influence on our crowds.

When on duty, a patrolman always wears his official uniform consisting of a red military cap with its silver badge and a white Sam Brown belt. We also possess white raincoats for wear in bad weather.

One can easily realize the value of such a group of twenty-one alert citizens trying to help the school. The position of patrolman has become a respected and very de-

By B. M. CHANCELLOR
Principal High School
Shelbina

sirable position in this school. To become a member, a candidate must be approved by the sponsor and a majority of the active members. This group meets one day a week at activity period. It is during this time that plans are made for special duties and social events.

Many of the club meetings are spent in discussing and studying safety, courtesy, how to get along with people, and school citizenship. Our patrol is proud of its record of no accidents since its organization six years ago. We are also proud that the boy selected by a citizens committee as the most courteous of the year is an active patrol member.

Last year we issued for the first time school letters with the word "Patrol" written across them. They were awarded to members who qualified under the requirements which were drawn up by the group itself and approved by the faculty.

We feel that this organization if properly sponsored can be very valuable to the school and at the same time develop in the members a true sense of service, loyalty, courtesy, and citizenship.

Essay Contest Open to School Children—\$200 in Prizes

THE MISSOURI ASSOCIATION of Fairs and Agricultural Exhibitions is sponsoring a state-wide essay contest. The subject of the essay shall be "What a County Fair Means to Me and How It May Be Improved Through State Aid." The contest which is open to school children from grades one through twelve begins September 15 and closes December 20.

Detailed information on the contest is contained in the following rules.

- I. The contest shall be sponsored by the Missouri Association of Fairs and Agricultural Exhibitions.
- II. The subject of all essays shall be "What a County Fair Means to me and how it may be Improved Through State Aid."
- III. There shall be two divisions in the contest. The first division shall include all contestants from grades one to eight inclusive, both in rural and town elementary schools. The second division shall include all contestants from grades nine to twelve inclusive.
- IV. Awards of \$40.00 for first place; \$30.00 for second place; \$20.00 for third place; and \$10.00 for fourth place shall be given each division.
- V. All essays shall be the work of the individual contestants and shall be limited to a maximum of 500 words for the elementary school division, and 750 words for the high school division. The quality of the essay rather than the length shall be the determining factor in the judges' opinion. The essays shall be in typewritten form or written in ink on one side of 8½"x11" paper. The essay submitted shall become the property of the Missouri Association of Fairs and Agricultural Exhibitions. Not over 10% of the material should be quotation and full credit must be given for all quotations or excerpts.
- VI. Entry blanks must be sent to the district chairmen by December 1. The

By CLARENCE W. MACKEY
Chairman Contest Committee
Mexico, Missouri.

contest officially opens September 15 and ends at midnight December 20. Entry blanks may be secured from city or county superintendents.

- VII. A district chairman at each teachers college shall appoint a judging committee to judge each manuscript submitted. This district committee will choose four in each division. These four shall be sent to the State Department of Education and shall be given to a state committee for final judging. The cities of St. Louis and Kansas City will constitute areas outside the teachers college districts. The four selected in each teachers college district and those of St. Louis and Kansas City will be given honorable mention in addition to being judged for the final awards.

- VIII. The following is suggested criteria for judging: Each judge however, will judge upon the basis of his own opinion.

Content or thought . . . 60%
Neatness and legibility, effectiveness of expression, originality of ideas, grammar and punctuation . . . 40%

Entry Blank

Essay contest sponsored by the Missouri Association of Fairs and Agricultural Exhibitions. (This blank must be properly filled out and sent to the district chairman by midnight December 1, 1940.)

Name
Name of School
Pupil's age Pupil's grade
Address
County
Signature of teacher or principal

Education and National Preparedness

WHAT CAN THE TEACHER DO in the program of national defense? How can the schools help to carry out preparedness plans for this country? What is the place of education in present efforts to preserve American democracy during the most crucial times the world has ever seen?

In recent months the cause of free men has suffered disaster after disaster. Totalitarianism, the military state in its contemporary form, holds Europe in thrall and casts its lengthening shadow over the whole earth. It would be folly for the American people to repeat the mistakes of the European democracies. Without becoming victims of hysteria, we should resolutely refuse to nourish pleasing illusions and should proceed in all haste to prepare for the worst.

In the defense of American democracy our system of education must play a central role. Recognizing this responsibility, the Educational Policies Commission recently issued a statement on *Education and the Defense of American Democracy*.¹ This report, which deals with policies designed to meet the new world factors affecting education, follows the Commission's statement on *American Education and the War in Europe*, published in October 1939.²

Many tasks which our system of education must fulfill in the defense of American democracy are pointed out in the Commission's current pronouncement, upon which this article is based. The educational system can share in laying the physical and mental groundwork for effective military service. It can take a large part in providing the vocational and technical training which the conduct of modern war requires. It can help to achieve national unity by clarifying national goals and by inculcating loyalties to the values basic in a society of free men. It can aid adult citizens to reach sound conclusions on the urgent questions of national policy.

Military Preparation

The modern soldier must have both physical and intellectual maturity. The school system can have a share in laying the foundations of such maturity. It can foster full intellectual development through

effective general education. It can provide health instruction, periodic health examinations, and physical education. Training in basic technical skills can be emphasized. Finally, the schools can inculcate abiding loyalties to American ideals.

Occupational Training

The plants, equipment, and personnel of the vocational and technical schools and colleges of the country should be utilized to the full extent required for meeting the nation's need for trained workers. While the supply of teachers of technical subjects is now limited, there are available numerous established institutions with personnel and facilities for the training of vocational instructors. These agencies should be used to prepare skilled workers for emergency service as instructors.

Occupational training should include the preparation of both skilled workers and semi-skilled workers in the numbers and fields of work demanded by the defense program. The occupations related to human conservation such as homemaking, nursing, health services, and the care of children and other persons in the civilian population are an essential part of the national defense. This training should be accompanied, wherever possible, by a definite program looking toward the development of civic and economic responsibility and understanding among those receiving the education.

Schools and colleges should develop cooperative relationships with other agencies concerned with occupational education. Cooperation with industry and labor in providing adequate training and retraining is essential.

The National Defense Advisory Commission has already recognized that the

By ALEXANDER J. STODDARD
Chairman, Educational Policies
Commission
Superintendent of Schools
Philadelphia, Penna.

conduct of vocational education is primarily the responsibility of state and local school boards. The technical and vocational training which occurs under public auspices should continue to be administered through the United States Office of Education and the established state and local educational agencies in close coordination with agencies responsible for the national defense.

National Unity

Achieving national unity requires the development of an American discipline. This is the discipline of teamwork, a discipline which prizes and develops the resourcefulness, initiative, and responsibility of each individual, a discipline which directs the efforts of individuals toward social goals which all have a voice in choosing. This is the discipline of American education at its best.

Education can help to obtain and to strengthen this discipline in two ways: It can bring to the American people a clear understanding of the nature of democracy and of the goals to which this democracy aspires, and it can develop in all citizens deep and abiding loyalties to the central values of democracy.

In fostering this discipline, the schools should promote understanding of the civil liberties and our political institutions. They can inquire into those economic and social problems which threaten democracy from within. They can confirm that faith in the worth of each individual which is the basic tenet of democracy. They can provide opportunities to live democracy in the school, the home, and the community. Finally, they should seek out the central values of democracy so that the young

can be taught to love these values, to struggle to make them prevail in the world, to live and, if need be, to die for them.

Assistance for Adults

National policies which will affect the welfare of this nation for many decades will be determined in the near future by the judgment of adult citizens. If education is to contribute constructively to the formation of those policies, it must do so *at once* through services to adults.

Every secondary school and college in the nation can become a citizens' study center, without interfering with its regular program. Teaching personnel can be organized, use of buildings scheduled, and library services arranged to provide leadership, places of meeting, and study materials for adult and youth groups. Services of libraries, churches, radio stations, and many other agencies can be enlisted to cooperate in every community. Leaders can be quickly trained with the assistance of those most experienced in conducting public discussion.

Prompt effort and sacrificial service on the part of educators are the conditions of achievement. Teachers and administrators throughout our educational system can give assistance of incalculable value in the plans for national preparedness by joining with all other citizens in a program of unified action designed to preserve our freedom and integrity.

1 National Education Association and American Association of School Administrators, Educational Policies Commission. *Education and the Defense of American Democracy*. Washington, D. C.: the Commission, 1940. 23 p.

2 National Education Association and American Association of School Administrators, Educational Policies Commission. *American Education and the War in Europe*. Washington, D. C.: the Commission, 1939. 11 p.



Proposed Amendment to the Constitution of the Missouri State Teachers' Association

To Be Voted Upon by the Assembly of Delegates of the Mo. State Teachers Association in Kansas City, Mo.—Nov. 6th, 1940

Article V—Election of Officers

Section 2. The President and the Vice-Presidents shall serve for a term of one year. In 1937 the President, and in 1937 and annually thereafter the Vice-Presidents, shall be elected by secret ballot. Members of the Executive Committee shall serve for three years. (Note of explanation: The proposed change is in bold

face type.) Determination of members to represent the nine association Districts on the Executive Committee of the State Association shall be made by election in each of the several association districts at the annual district meeting held nearest the expiration of the term of such members, beginning with those expirations of 1941.

Conservation in the Elementary School

THE ELEMENTARY SCHOOL can make a real contribution to the conservation movement, and conservation can make an equally valuable contribution to the elementary school. It is with this concept of mutual benefit that we should approach the problem of introducing conservation training into the school program.

The most effective procedure is to make conservation training an integral part of the subject matter to which it is most closely related in each of the courses which are already established. Grade placement of materials need not be a serious problem in carrying out this plan. We should be more concerned with presenting the various topics at the learning level of the children than in trying to decide what specific items of information belong in each particular grade.

Through well placed emphasis upon conservation principles related to the experience of the children, teachers may encourage a trend of thinking and behavior which will culminate in a conscious effort of the pupils to participate in the solution of conservation problems of their respective communities. The real success of any great public enterprise depends upon a small effort by many rather than upon a great effort by a few. Children who are trained on the principle of "each doing his share," no matter how small that share, will be best prepared to meet the responsibilities of adult life. The school can perform another service by showing boys and girls that almost everyone can do something to further the work of conservation—the planting of a few trees, the feeding of birds, in winter, the building of bird homes or feeding tables, or the creation of a small pond as a source of water for wildlife. The school can accomplish more than the development of desirable attitudes, it can give the pupils a certain amount of specific knowledge which will enable them to do some of the things which they have learned needs to be done. All teaching of conservation should emphasize the relationship between knowing and doing.

The conservation principles which are taught in the elementary grades must be

By EVERETT F. EVANS
Superintendent
Huntsdale School

simple and few in number. A thorough understanding of a small amount of material is better than a partial understanding of larger blocks of subject-matter. As an illustration of these statements here are a few simple concepts which can be presented at the elementary level. (1) Most animals and plants are interesting and useful to man. The cultivation of an interest in plant and animal life can be started at the very beginning of school experience. By this time children are acquainted with many domesticated animals, and some of the wild animals have become objects of observation and intense interest. In like manner the child has acquired a limited knowledge of the plants which grow in gardens and woods and of the trees which grow around the home and school.

The primary teacher can gradually lead the pupils to wider interest in nature and ultimately to an appreciation of the importance of all plants and animals and the need for maintaining the conditions favorable for their existence. Children can very readily understand that wildlife must have food, water, and cover just as people must have food, water, clothing and shelter. From this it naturally follows that in order to increase the number of wild animals or the abundance of plants we must first improve their natural habitat. This, as every conservationist knows, is one of the basic principles of wildlife management, and yet it can be made a part of the knowledge of every school child. (2) Nature has a way of maintaining a "balance" among living things. Nature tends to maintain a balance between predator and prey and between food supply and animal populations. It should be remembered, however that the "balance of nature" is constantly changing, or dynamic, rather than fixed, or static. (3) People are com-



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HEADACHES
AND UPSETS
AHEAD**



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pletely dependent upon the natural resources for necessities and comforts of life. An understanding of this dependence will help children to appreciate the need for the conservation of these resources.

Pupils can understand that the same soil which produces their food must produce the food for all future generations. They can understand also that the continuous production of plant crops tends to make the soil less fertile and that steps must be taken to protect the soil from depletion. Pupils can see the devastating results of erosion and can comprehend not only the necessity of controlling it but also some of the methods by which this control can be accomplished. The soil is but one illustration of man's dependence upon nature. (4) The natural resources should be so managed that they will be of the greatest use to the largest number of people for the longest period of time. In this connection it is necessary to recognize that plant and animal resources can be restored but minerals can not. The problem in dealing with the renewable resources, plants and animals, is that of combining intelligent practices of production with an efficient use of the surplus crop. The central problem in dealing with non-renewable resources is efficient use—that is, use to the greatest advantage of the most people.

Water is non-destructible and therefore does not belong to either of the two groups just mentioned. The teacher should attempt, at least in the upper grades, to show that as we deplete the supply of resources which can not be restored we must make more and more use of those resources which can be restored. (5) Waste of any material is undesirable. The problem of waste and its prevention deserves a place in the conservation training of the elementary school.

It has been said that America is the most wasteful nation in the world. Why? Possibly because abundance has been the agency of its own destruction. We have not yet entirely outgrown the belief that our resources are inexhaustible, and we certainly have not outgrown the attitude of

letting future generations look out for themselves. The pupils should at every opportunity be encouraged to feel that waste of any useful thing, and especially of anything which can not be replaced, should be avoided as much as possible. (6) The various special fields of conservation—soils, forests, minerals, water, and wildlife—are inseparably related to each other. The practice of planting steep slopes to grass is an important method of checking soil erosion.

This also tends to reduce the amount and rate of runoff and therefore helps in the prevention of floods. The reduction of runoff increases the amount of moisture retained in the soil for use by plants. The increase of trees and grass creates conditions more favorable to wildlife by providing a greater abundance of food and cover. These simple illustrations clearly indicate a relationship of soil conservation to forest conservation, flood control, conservation of moisture, and wildlife management.

Conservation training can vitalize the elementary school curriculum beyond the addition of subject matter which is not ordinarily included in the various courses. The emphasis upon the practice of saving for others the things which have contributed to the children's own needs and enjoyment, is a training in citizenship which can not be excelled. The ability to enjoy plant and animal life without destroying it is a cultural objective worth developing.

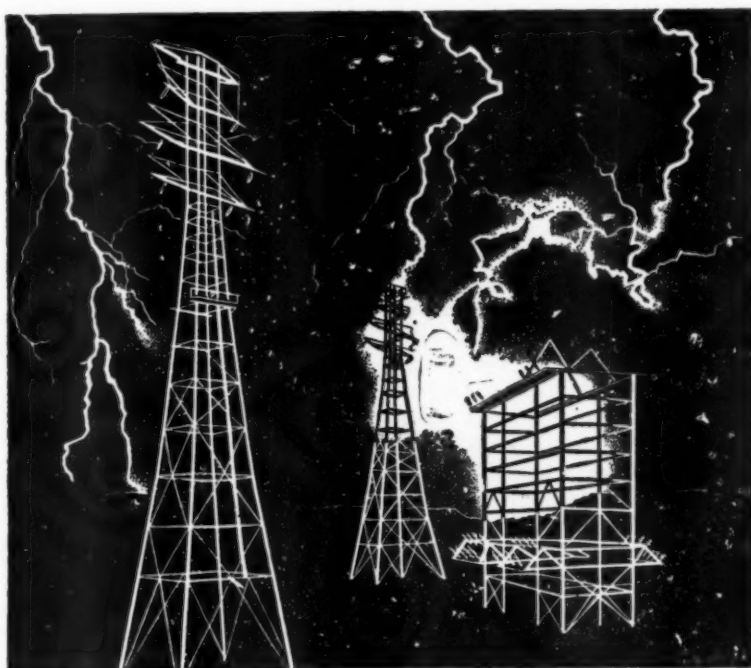
The creation of a desire to do something to help in the preservation and restoration of valuable resources is a step toward the ideal of effective social participation.

The formation of habits of careful observation of the beauty of all living things prepares the individual for a more satisfying level of living.

NOTE—This is the first of two articles prepared by Mr. Evans on conservation. The second article which will appear in the near future will supplement the present one and in addition list a short bibliography.—Ed.



The best defense of a nation is in the spirit of its people. If we are to have a nation that can resist aggression from without and subversion from within, our people must be united in a spirit of dynamic patriotism. To imbue the oncoming generation with this spirit, all educational agencies must make it a major goal.—Carleton W. Washburne.



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IF THE forces of nature strike—the emergency will be met. Continuous electric service is vital to all whom it serves. We are dedicated to the obligation of *maintaining* that service.

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KANSAS CITY POWER & LIGHT COMPANY

Art in a School W.P.A Lunchroom

OUR BASEMENT LUNCHROOM offered an ideal place for a permanent exhibition of school art. While the preliminary work of plastering the two free walls was being completed, giving a smooth finish upon which to work, a survey was made of children interests with the purpose in mind of deciding what the children would like to portray in a mural decoration. Among the subjects chosen were, *Snow White*, *Pinnocchio*, and *The Three Little Pigs*, and the conception of every child for these subjects was: Walt Disney's characters, as they were endeared to them through modern advertising and the movies. So, with the consent of the Disney Studios, we attempted to reproduce some of Mr. Disney's clever brain-children. We also worked out some creative ideas of our own on *Little Black Sambo*, *Cinderella*, *The Three Bears*, *Mary Had a Little Lamb*, and *The Little Red Hen*. Our walls measured 10 feet in height and 30 feet long, we decided on a dark border two and one-half feet up from the floor before starting the mural, the figures in the mural to be approximately 4 feet high. Small drawings were made on the subject chosen by each grade, the best ones chosen and then enlarged by blocking into squares to fit the given space of 6 feet by 8 feet allotted to each subject. The drawings from each grade were assem-

By IRENE HAZEL
Art Supervisor
Caruthersville

bled and organized by a committee in that grade to fit in their particular space. Strips of wrapping paper were pasted together to do our preliminary drawing on. The back was then rubbed with dark crayola to make a carbon for transferring onto the plastered walls. Those who didn't have their drawings chosen were allowed to trace, paint or measure some part of the mural so that everyone felt that he had had an important part in the decoration. The mural was painted with flat and enamel paint in bright colors and took about six weeks to complete. The murals form a never ending source of interest and amusement to our small patrons. It now takes them approximately twice as long to eat their lunch as formerly, they take so much time to discuss their favorite story book characters depicted on the walls.

The children's enthusiasm for decorating the lunchroom walls gave them an emotional outlet for their individual expression and great personal satisfaction. The proj-

Even exposed plumbing was made pleasing in appearance



ect built up group consciousness and an interest in a common purpose. It furthered their interest in working together and taught them to recognize the value of the contribution of others.

The project was varied with directed ac-

tivity as well as creative activity. The grades participating had the satisfaction of producing something in which they felt the pride of doing something creative as well as having participated in something worthwhile.



A Study of Left-Handed Students and Their Desks

ONE DAY, in a period of class observation, my attention was directed to a left handed student trying to balance his book on the arm of his chair, and at the same time trying to get his papers into a suitable position for writing some assignment. An investigation was planned to determine as nearly as possible the amount of advantage a left handed desk or the ordinary flat topped desk might give the student.

To accomplish this a test was made, and given to twenty left handed students using first, the right handed chairs, and then flat topped desks. A spelling list of sixth grade difficulty was selected for copying; a printed story of "Old Scrooge" in the students English exercise book; a group of figures in a seventh grade mathematics; and a list of plain figures in a geometry work book were given to the students to be copied in a certain number of minutes. The tests were graded and checked for speed and quality. A period of three days elapsed between sittings of the two tests.

The findings were as follows: (1) In the copying of words seventeen students made gains in speed of writing with the use of flat-topped desks. The median gain was 33 letters. Two students showed a small loss while one made the same score each time. (2) For part II eighteen students showed a median gain of 34.5 letters. Two students again showed a loss of ten and twelve letters, respectively. In the quality of writing all papers were judged equal or better with two exceptions. These two showed that in their effort to hurry they became careless. One of these students was the same one who showed a loss in speed in Part I of the test. (3) In the copying

By WALLACE CROY
*Principal, Junior-Senior High School
Maryville*

of four column addition problems the actual numbers were counted and judged for quality. Nineteen students showed a median gain of 28 numbers. One student showed a loss of 8 numbers. No apparent differences could be detected in the writing on the two tests. (4) Part III had to deal with the drawing off-hand of geometric figures. Nineteen students showed a gain in speed, while nine also showed a gain in quality. Ten did not do as well for accuracy.

From this study no definite conclusions can be made without further studies being made. A different form of the test should have been formulated for the second sitting. However, the findings would seem to indicate that left handed students would gain in the speed and quality of their written work if provided with flat topped desks or left handed desks, rather than having to adjust themselves to chairs with the desk arms placed for right handed students.

Arm chairs are used by a number of our schools, but very few, I believe, make any provision for the left handed students. Whether further inquiry shows that improvement is made or not, it will I am sure be effected by the degree of physical comfort which the students will enjoy. Noticing the positions your left handed students take will interest you in their cause.

Democracy in Action

OUR STUDENT COUNCIL is teacher controlled." "We know nothing of what goes on in our council meetings." "Representation in our council is unfair." Such remarks could be heard repeatedly among the pupils of Hannibal High School during the fall months of 1939. The student council, being a democratic organization and ready to submit to the will of the majority, set in motion the necessary machinery for the revision of the constitution.

As soon as proper arrangements could be made, the student council submitted the question of revision to the student body in the form of a debate, after which the pupils voted by a two-third majority to revise it. Since the old constitution did not provide for plans for revision, a mass meeting of all pupils was called in the school auditorium to consider proposals of those pupils who wished to make them. The three best proposals were selected from those made in the mass meeting, and were submitted to the homerooms to be voted upon by the student body. The plan which received the majority votes provided that the revision committee should consist of the entire personnel of the existing student council and a member from each homeroom.

During the next week, each homeroom elected one member to serve on the revision committee. The following week the committee met in the club room, elected its officers, and agreed upon the time and place to hold its meetings to carry out the revision work. To avoid conflicts with other activities, the revision committee voted to hold a meeting each week on Thursday morning from 7:30-8:30. This schedule was followed for the next fifteen weeks to complete the work.

The revision committee provided further that the homeroom representatives should discuss proposed changes and call for suggestions on the revision work from their respective homerooms. These proposals and suggestions were to be carried back to the general committee each week. The Tuesday morning homeroom period was set aside to provide for this discussion in the homerooms.

The committee often found itself en-

By CORA CRAWFORD
Senior High School
Hannibal

countering unexpected difficulties. Sometimes motions were carried, only to be rescinded when the committee realized that the deliberation had been inadequate and the new proposal was contrary to the desired end. At times the procedure was questioned by some member, and time was taken to determine whether or not the action had been in keeping with parliamentary procedure. Quite often the chairman and the secretary of the revision committee had to refer to minutes of preceding meetings to clear up points concerning decisions made weeks before.

After three months of discussion and careful deliberation, the revision committee was ready to submit the revised constitution to the student body for its approval or rejection. The new constitution was submitted to the student body in a special assembly in the form of a panel discussion emphasizing the special points which had been changed by the revision committee. Following the panel discussion, the pupils reported to their homerooms where they voted by ballot on these two questions: (1) Do you favor the adoption of the new constitution as proposed by the revision committee? (2) If adopted, should the new constitution go into effect immediately?

As both of these proposals carried by a two-thirds vote, arrangements were made for the transfer from the old to the new constitution. The major change in the constitution was in regard to membership. In the old one it had called for one boy and one girl from the sophomore class; two boys and two girls from the junior class; three boys and three girls from the senior class; and one representative each from the journalism class and the athletic teams. The revised form retained the class ratio; eliminated the representatives from the clubs; and provided for one delegate from each homeroom whether or not the room already had one as class representative.

TWELVE PICTURES for MISSOURI

1940-41



American Gothic

Madonna of the Chair

Courtyard of a Dutch House

Golden Days

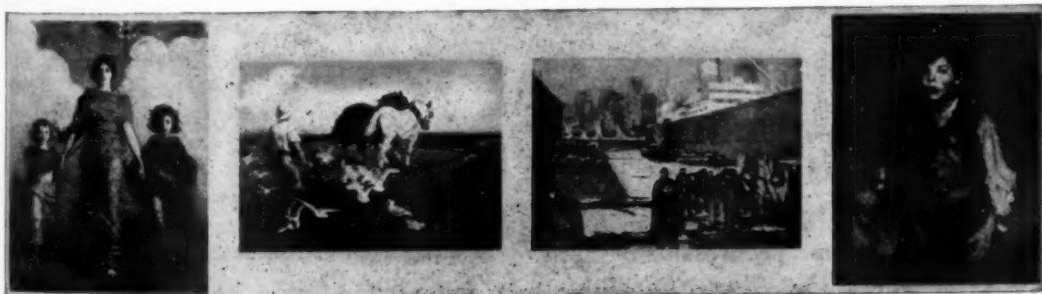


Notre Dame

Moonlight

The Santa Fe Trail

Black Hawk



The Virgin

Behind the Plow

Men on the Dock

Whistling Boy

These pictures are approved for elementary grades for the school year 1940-41 by the State Department of Education.

The above are all available in Artext Prints, mounted, in covers with descriptive and biographical text, suggestions for integration and Course of Study unit references, approved by the Missouri Department of Education. Price per set of twelve, \$3.60. Plate size average 8x12 inches, all made by direct photography from the original masterpieces, which are now visualized for you in authentic reproduction worthy of the art treasures themselves.

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Elections were promptly held according to the new laws and the transfer was made.

It was decided to hold a public installation of the new members, so on Monday morning, at the regular meeting of the student council, the student body assembled in the auditorium and viewed the installation of the new members. This showed the student body that the work it had delegated to its representatives was completed.

Throughout the three and one-half months of deliberation and discussion, the students were living the American way. They were learning to change the form of pupil participation by pupil participation. At all times they showed proper respect for constituted authority, but, nevertheless, they expressed their opinions freely, regardless of whom it might affect; and when the majority voted to adopt the constitution, the minority quietly acquiesced.

Judging from the pupils' action and reactions, it seemed evident that democracy among junior citizens is not much different from that among adults. Many of the pupils who demanded democratic privileges had very little understanding of the

real problem involved, and showed very little willingness to assume the responsibilities necessary to insure the success of a live student council. The pupils who were most insistent in their objections to the old constitution failed to give any constructive suggestions in adopting the new constitution when they were given an opportunity. These same pupils were irked at the necessary slowness in arriving at decisions.

However, in spite of the acknowledged weaknesses of such a democratic procedure, the pupils received important training in the project, originated and executed by student citizens. Some of the most important results of the entire work of the revision might be listed as follows: (1) Unexpected leadership was developed. (2) A fair proportion of the pupils of the school proved themselves capable of assuming responsibility. (3) The pupils expressed themselves through their own representatives. (4) They initiated and carried to successful conclusion a project for which there existed a felt need. (5) The demand for greater student participation was answered by student participation.

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Chicago, Illinois

There Stands Bill

THERE STANDS Bill
Sullen and rebellious
Sent to the office for writing notes
In school.
A few hours before
I had met Bill in the yard,
Jubilant, full of interest.
Charley had brought
Two elephant's teeth.
Charley said they were
Elephant's teeth—
Not tusks, you know,
Just teeth.

Now here stands Bill
With a message
From his teacher.
"Dear Mrs. Wright:
Bill knows that
Writing notes in school
Is forbidden.
Would you mind
Saying something to him?"

Bill's note lay
On my desk.
I read it.
We spend exactly
39 minutes every day
Teaching Bill
Morals and manners;
Anyway, I read Bill's note
To Charley.
Here it is,
Let's all read it.
We have graduated
And don't have 39 minutes
In morals and manners
Any more.

"4-25—
Seat No. 1, Row 3.
Dear Charley:
Keep them elephant's teeth,
And we will start a carnival
Or a circus.
I can draw posters
And lots of advertisements
And we can get a lot of kids
That are our pals.
We can catch gophers,

Snakes, and other mammals,
Train them.
We will start the show next month,
About the 3rd.
Bill."

I spoke to Bill
Severely
About writing notes,
And sent him back
To his room
Angry and ashamed.

I have been studying all summer
About motivation.
Interesting theory;
Too bad its so hard
To hold the child's interest.
What's Bill learning to write for?
Of course, its to communicate
With his fellow men;
But this communication
Must not take place now.
He must learn to express himself
For the benefit of others,
And for his own pleasure;
But he must not
Write a note to the boy
Who sits in front of him.

Bill's teacher's trying hard
To cultivate
Bill's imagination.
Life will be dreary
For Bill
Without an imagination.
So we cultivate
Bill's imagination
58 minutes a week,
With poetry and things.

Bill can build a whole circus
From two elephant's teeth,
But he mustn't do it
During the 58 minutes
His imagination
Is being cultivated.
Schools are so
Practical.

MRS. MARIAN GREGG,
Sierra Education News.

Experimenting with Faculty Meetings in the Small School

EDUCATION IS A CONTINUOUS PROCESS, and the means of promoting it must necessarily be thoroughly integrated to eliminate much waste of effort. The teacher as well as the superintendent should have the same objectives of education. The common objectives cannot be stressed unless they are discussed in group conferences or some form of faculty meetings. The faculty is a social machine, working in a social institution, whose duty is to fit students for a place in the world. This machine needs perfect cooperation, and one of the best places to learn cooperation is in a well-planned faculty meeting.

It is too easy for the superintendent in the small school to forget such things as group conferences or faculty meetings as they require a great deal of work and time. He is busy with his many other duties that have to be done, and he thinks that no one will realize that he is not doing much to help his faculty or school. Also, teachers in the small school know nothing of successful meetings, and they will do nothing to encourage such in their daily contact with the superintendent. Possibly if any have attended meetings, they will remember them only as a place to get announcements and maybe a "bawling out" from their superiors.

Books have been written by the score on supervision and in each are chapters on group conferences for faculty meetings. Educators agree that they are necessary to a good school both large and small. Many plans have been offered and most of them tried in some school or another. Some of these plans have succeeded, but most of them have failed for some reason.

Often the best plan is an old one well thought out and properly handled. We have found this to be true here at the Downing school. Faculty meetings have been held here for the past five years, but all have failed until we hit upon the plan used this year.

Briefly let me explain our plan used this year. We average a meeting every three weeks, held at night in the home of one

G. V. BURNETT
Superintendent
Downing

of our members. The person in whose home the meeting is held acts as host and leader. Several weeks before the meeting, the leader selects the topic for discussion along with several special talks and questions which are given to various teachers to prepare. The leader conducts the discussion as an open forum. The meetings are very informal and everyone is encouraged to take part. Practically no announcements or formal routine is given out at these meetings by the superintendent. After the discussions light refreshments are served and a short social hour is held.

Some of the topics that we have discussed the past few months are as follows: "Teacher Cooperation, Both Among Themselves and the Community," "What I got out of the State Meeting," "What We can Do with the Problem Child" and the "Efficient Teacher."

The topic, "The Efficient Teacher" was especially well handled and deserves special mention. This meeting was led by the English teacher who several weeks before had the students to rate all the teachers on twenty-five character traits. Some of these were friendliness, ability to explain, school spirit, and co-operation. The results were tabulated and presented at the meeting. Each teacher was told the traits in which he or she ranked high and in which ones low. (It is surprising how much our students know about us when given a chance to tell). These results were discussed very frankly. Some of the things naturally hurt but were given in such a manner that no one could take offense.

The results of the above meeting have been very noticeable. Several of the teachers have discussed their weaknesses as shown in the questionnaire with me, and they are trying to improve on them. One of the

criticisms offered was that a certain teacher told too many stories and did not give the students enough time to enter the discussion. (This is a mistake that many teachers make and should be watched closely by the supervisor and teacher.) After several weeks I talked with many of the children concerning this teacher, and they all admitted that he was giving more time to them. Other examples could be given as positive proof that the teachers are trying to overcome their weaknesses mentioned by the children which will help them to become better teachers.

The topic "Teacher Cooperation and the Community" brought out what the parents expect their children to be taught. We found from a survey made by two faculty members that first of all our people expect subject matter to be taught, second, how to live with people, third, manners. Some few mentioned religion, fair play, and extra curricular activities.

As stated before, this idea of a faculty

meeting is not new, but it has brought good results here in our school and I believe it will work other places if planned and conducted properly by a good leader.

One of our biggest problems is to finish the meetings on time. Too long a meeting will become tiresome and will kill the interest and the prospect of a good meeting the next time. It is best to close the meeting at the highest point of interest so that all can look forward to the next get-together to finish their arguments.

In the small school, it is hard to stimulate the faculty as each feels that he is marking time until he can get into a larger system. I would like to appeal to all superintendents of small school systems to try their best to stimulate their faculty through good meetings and other means, so that we can show all that our schools have a definite plan in the educational world, and that we can have progressive schools even though we have only a few students and few teachers.

Radio Program Features Speech Improvement

SPEAK UP, AMERICA!", a new educational radio program, will be broadcast each Sunday evening from 6:30 to 7:00 over radio stations *KWK*, *WREN*, *WENR*, *WLS* as part of a coast-to-coast NBC network of forty-five stations. This truly different radio quiz employs an unique and entertaining formula to make America's citizenry, young and old alike, conscious of common speech faults. It is designed to aid in vocabulary development, grammar, pronunciation and enunciation. Interest is stimulated by the awarding of weekly cash prizes to radio listeners as well as to members of the studio audience. The first broadcast will be on

Sunday, September 29.

A search of many weeks was made for an authoritative "Wordmaster" to serve as quiz conductor and master of ceremonies. Teachers and students alike will enjoy this splendid program sponsored by The Better-Speech Institute of America. Incidentally, its influence in developing improved parental speech habits should have a favorable effect upon the child. A difficulty often met by teachers is the destructive influence upon the child of speech laxity in the home. "Speak Up, America!" is recommended to teachers, children and parents by the National Broadcasting Company.

School of the Air

THE AMERICAN SCHOOL OF THE AIR, co-sponsored by the National Education Association and the Columbia Broadcasting System, now carries the subtitle, "School of the Air of the Americas." It will be broadcast by the Canadian Broadcasting Corporation to the schools of the Dominion on the same time schedules at which it is

offered on the Columbia Broadcasting System in the United States. It will be transmitted to the South American countries on short wave, but will be used by most of them through rebroadcasts in the language appropriate to the respective country and under the direction of the respective ministers of education.

Newspapers Supplement Studies

NINETY PER CENT OF ADULT AMERICANS do read their newspapers, even in times of peace. Some skim the headlines and glance at the comic strips, others read thoroughly. If American schools intend to keep close connection with living youngsters, they will recognize the newspaper as a potent factor in education, adult and otherwise, and accordingly make use of it to widen horizons.

Already various techniques have been used successfully by teachers in some modern schools. Mr. B. J. R. Stolper, for example, who heads the English department of the experimental Lincoln School at Teachers College, Columbia University, offers definite suggestions culled from his own experience.

In a great many towns and cities, says Mr. Stolper, youngsters are taught to read a newspaper by being allotted a school page of their own in the local paper. This is not a page which places entire emphasis on the teacher, discussing transfers, appointments, new educational publications, etc., but one designed for the children—the what's-doing-in-the-grades sort of thing. The children themselves edit the sheet, make use of bylines, and of course take a mighty interest in goings on. Concise writing, correct punctuation and spelling become necessities.

People in News Interest Children

From a child's point of view, news as news just doesn't matter. You cannot tempt young children with a study of adult problems of politics and current events—even wars—merely by making the vocabulary simple. Papers have tried it and failed. But you can always interest boys and girls from the fourth grade up through high school in people, and therefore in the things political and economic which happen to those people. Right now the chief device for interesting children in current world events is by reference to young refugees from foreign countries who are in their own schools or in nearby communities. Any picture of foreign children

boarding a train, carrying school books and gas masks, will rivet their attention. Something important has happened in the life of another child somewhere, and instantly Spain, Italy, Hitler, and Daladier are brought into the immediate ken of our own children.

One difficulty about their reading the newspaper from front page to last is that they read axe-murders and various other lurid happenings. Unfortunately such things are a part of life, and enter into radio, movies, and conversations quite as freely as into newspapers. One can, however, accent other phases of news.

Subject Matter Taught Through Newspapers

Connecting news with history and geography makes sense to children. A teacher can get them into the news habit by comparing events distant in space and time with local and modern situations. After all, the most modern history text they can have is the newspaper.

Suppose that we are teaching a lesson in geography of central Europe. With the situation changing rapidly, maps in the atlas go out of date. We use the excellent maps turned out by newspapers every day. Suppose we are teaching arithmetic; we find material on the financial page. We connect with pages which a child has seen his parents study.

News Dramatized

Young children like to bring to class copies of the local newspaper, hunt through it for an item which strikes them as dramatic, and make a play out of it. Certain items, again, would be disastrous, but a skillful teacher can get across the idea that some unhappy events which come under the head of news are not suitable material for school dramatization. The teacher can explain that the American newspaper is the most honest agency in the world, and knows only one thing to do—gather news and report it exactly as it happens.

Let the youngsters choose their own items and then set up a play. Where does



They look sturdy enough
but what about their teeth?

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the event take place? When? Who are the actors? Every good news man gives names and addresses. Where is the struggle? Some of the characters want one thing, the others want the opposite. Who wins? What do they say? Write down rapidly the time, place, characters; get together a cast. There is your stage. Go to it! A series of acts or dramatizations like that, and you have a rush for newspapers.

Editorial Comment Compared

Another engrossing method of introducing the newspaper is suggested by Mr. Stolper. Take a poll in the class as to Republicans and Democrats. The teacher takes an item of political news, removes all bias from it, and states it in a very colorless and matter-of-fact fashion. She is sure that she will find that particular item written up in each paper from a different viewpoint. Get the young readers

to find the item in their home newspapers, and have them see the editorial comment that has crept in; that the Republican papers mildly color that flat statement of the teacher's in one way, and the Democrats color it in another. Then say, "You pick the item." It's a game. And it's part of anybody's education to understand that two editorials on the same news item may differ.

A teacher may divide a bulletin board into various sections such as (1) men and women in the news; (2) the most important person in today's paper; (3) the most exciting news; (4) the funniest item; (5) cartoon of the day. Gather as many papers as possible, hand out scissors and thumb-tacks, and get out of the way.

Wise use of newspapers in the schools of today, Mr. Stolper believes, will develop better informed and more active citizens for the United States of tomorrow.

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ITEMS OF INTEREST

MISSOURIANS ELECTED TO N. E. A. OFFICES

During the meeting of the N. E. A. in Milwaukee in July at least three Missourians were named to offices in the National Education Association.

Tracy E. Dale, Superintendent of Schools, St. Joseph, was elected Vice-President of the N. E. A.

Elected President of the Department of Art Education was Miss Olive S. DeLuce, Chairman, Department of Fine and Industrial Arts, Northwest Missouri State Teachers College.

The Department of Elementary School Principles named Miss Isabel Tucker, Festus J. Wade School, St. Louis as their President for next year.

EDUCATION BUDGETS CURTAILED

While public expenditures as a whole increased from \$10,844,000,000 in 1930 to \$15,563,000,000 in 1936, expenditures for public education—elementary, secondary, and higher, regular and emergency, federal, state and local—declined from \$2,417,000,000 to \$2,237,000,000 in the same period. The percentage of total governmental expenditures allocated to public education declined from 22.3 to 14.4 between 1930 and 1936.

Education and Economic Well-Being In American Democracy, Educational Policies Commission.

GEOGRAPHIC NEWS BULLETINS FOR CLASSROOM USE

The National Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world.

They give timely information about boundary changes, exploration, geographic developments, new industries, costumes and customs, and world progress in other lands. Each application should be accompanied by twenty-five cents (50 cents in Canada) to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription.

SCHOOL AND COMMUNITY

TEACHER SHORTAGE

The American Council on Education announces that federal agencies have drained from universities and colleges so many scholars qualified to teach rural social subjects as to threaten an acute shortage of teaching personnel in this field. "There is no blinking the fact that this is a problem of national importance," says George F. Zook, president of the American Council. "The explanation is obvious. The extraordinary increase in federal programs serving agriculture, such as the AAA, the FSA, the FCS, the REA, to list only a few, together with the expanding activities of the Bureau of Agricultural Economics and similar federal and state research agencies has created a demand for trained personnel that exceeds the supply."

GUIDANCE IN MISSOURI

Guidance in Missouri is a monthly publication concerned with the theory and practice of guidance. It is edited by E. Lakin Phillips and Lee Irwin. The circulation now covers ten western and mid-western states. The publication is designed for practical use by superintendents, principals, counselors and classroom teachers. It contains sections on Personality, Educational Guidance, Vocational Information, as well as feature articles by professors and leading educators in the mid-west. The price for ten issues (monthly except June and August) is only \$.60. If you are interested, write or send money to: **Guidance in Missouri**, 1702 University Ave., Columbia, Missouri.

PUBLICATION OFFERED FREE

The 1940 Edition of "Railway Literature for Young People," has been revised and enlarged to include over fifty more items than were listed in the first edition, issued in August, 1937. Listing more than 200 books, booklets and periodicals suitable for boys and girls ranging up to advanced high school age and covering nearly every subject relating to railway transportation, the bibliography is a handy reference aid to school superintendents, teachers and pupils as well as to librarians. It is distributed free. Requests for copies should be addressed to the Association of American Railroads, Transportation Buildings, Washington, D. C.

WHAT THE HIGH SCHOOLS OUGHT TO TEACH

The latest pronouncement of the American Youth Commission, "What the High Schools Ought to Teach" has been published by the American Council on Education. This report prepared by a special committee on the secondary school curriculum presents the major needed changes in the curriculum of American secondary schools. The modifications suggested are the ones upon which it was possible to secure full agreement.

Single copies of this report are twenty-five cents and may be secured from American Youth Commission, 744 Jackson Place, Washington, D. C.

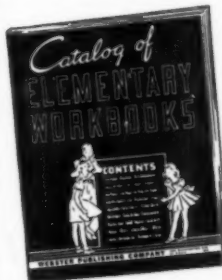
School's Out -

BUT NOT FOR YOU!

It's four o'clock and your pupils scramble out of the building with whoops and laughter. The school day is over for them.

But for you, the teacher, school still keeps. There are language exercises to prepare, arithmetic papers to grade, and some plans to work out on that social science unit. You'll still be at your desk an hour from now.

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OREGON COUNTY MISSOURI SCHOOLS PRODUCE MOVIE

Oscar G. Schupp, superintendent of schools at Alton; Cecil Elliott, superintendent of schools at Thomasville; W. O. Durham, superintendent of schools at Koshkonong and Roy S. Dunsmore, county superintendent of schools of Oregon County, united their efforts in taking motion pictures of three of the five high schools in the county—Alton, Thomasville and Koshkonong.

The motion pictures were taken by Kenneth Ogle, county superintendent of schools of Howell County. Superintendent W. C. Grimes of Willow Springs, who has had considerable

experience with motion pictures, gave many helpful suggestions.

The activities in each high school were filmed (important events and activities such as bands, senior classes, etc., were filmed in color) and shown at the three high schools. The patrons of each high school district were able to see the improvements being made in the other schools which will give them new ideas for improving their own schools. These pictures will also help unite the county.

Probably more high schools will be interested in the project in the future. The films, if kept from year to year, will show the progress made in the schools. This is one of the best ways of selling the schools to the people.

The films were financed by charging admission. It was a success in the opinion of the superintendents.



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The most immediate and apparent economic outcome of education is where it provides specific training for a trade or other definite vocation. Skilled workers generally produce more than semi-skilled and still more than unskilled. Specific vocational education may be provided by a variety of agencies—trade schools, public and private, as well as industry itself. The important thing, however, is that the provision of such training has positive economic effects. Raymond T. Bye and William W. Hewett sum up the situation as follows in "Applied Economics":

"Without education one is likely to be limited to unskilled occupations. With education he is able to find more remunerative employment. The general effect of more widespread schooling is to increase the ranks of skilled workmen and to decrease the number of people capable only of cruder manual work."

Education and Economic Well-Being In American Democracy, Educational Policies Commission.

ACROSS THE AGES

by

Louise I. Capen

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It is original in design, purpose, choice of materials, and presentation.

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NEW PUBLICATION

The Educational Policies Commission has just issued **Education and the Defense of American Democracy**, the most timely publication yet prepared by that policy-making body. **Education and the Defense of American Democracy** is a handbook for the use of those who wish to mobilize the resources of the schools and to unite local communities in a program of moral and spiritual defense of democracy.

The twenty-three page booklet with a four page leaflet of suggestions for local community organization may be obtained for a dime—in quantities, for less than seven cents a copy. A news letter issued periodically to keep all participants informed of developments in the program will be sent free upon request. Write to the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington, D. C.

DISCUSSION GROUP COORDINATORS NAMED FOR NORTHWEST MISSOURI

Plans for the discussion group program of the Secondary School Principals are being made. D. P. Max, Superintendent of Mound City schools is the district coordinator for Northwest Missouri. His organization has just been completed and the following are to act as regional coordinators for this year:

Homer Williams, Superintendent Craig, Atchison and Holt Counties; Wallace Croy, Principal Maryville, Nodaway County; F. L. Skaith, Superintendent Gower, Buchanan and Clinton Counties; Orville Adams, Superintendent Albany, Worth and Gentry Counties; Charles H. Schaffner, Superintendent Princeton, Harrison and Mercer Counties; Giles Theilman, Principal Chillicothe, Grundy and Livingston Counties; Walter M. Simpson, Principal Galatin, Davis and Caldwell Counties; H. G. Puckett, Superintendent Savannah, Andrew and Gentry Counties; O. K. Phillips, Principal North Kansas City, Platte and Clay Counties; W. Roy Groce, Principal Richmond, Ray and Carroll Counties.

STUDY MADE OF RESIDENT AND NON-RESIDENT STUDENTS' MARKS

Do freshman non-resident students rank as high scholastically as resident students? It was to find the answer to this question which induced Horace Borchers, teacher in the Mound City high school, to examine the scholastic marks of 142 freshmen resident students and 114 freshmen non-resident students who had enrolled in high school during the past five years.

The statistical results of an examination of teachers marks revealed a mean of 3.20 for the marks of the resident students and 3.11 for the non-resident students. Other findings of this study show non-resident students make less improvement from the first to the second semester than do resident students.

It was also disclosed that resident girls make the highest marks, followed in order by non-resident girls, non-resident boys and resident boys.

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W. D. Bracken, Treasurer

Northwest Missouri Teachers Credit Union, Maryville

L. G. Somerville, Treasurer

Springfield Teachers Credit Union, Springfield

O. O. Lahman, Treasurer

Clay Co. Teachers Credit Union, No. Kansas City

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LET'S USE COMMON SENSE*

Let us put common sense in our teaching. There is no substitute for it. It is needed today and it seems scarcer in our field than elsewhere.

Colleges and universities and teacher training institutions have given earnest study to education. Students have given their lives to the study of human beings and to schools. The philosophies of these learned people have been simplified for use of teachers and parents. This simplification, however, has not always had desirable effects.

Consider the idea of freedom for growing children. To the student, this means the freeing of the child from ignorance, from his own ignorant self. It does not mean freedom as conceived by some professional leaders.

We have children in upper grades unable to read because the children did not feel like learning and in their freedom did not learn. And we must be aware of the queer interpretation of the complex. Many parents and teachers have the mistaken notion that a child who fails in any situation must suffer for the rest of his life under the burden of an inferiority complex. Failure is a part of daily experience and it should be used to stimulate children to greater and more intelligent effort.

Children need understanding, encouragement, and inspiration. But they need more, especially in this day and age. They need the discipline of honest effort. This hard-boiled world will be hard on pampered youth.

Let's give common sense a chance. College training does not mysteriously give us a miracle

touch in this thing called teaching. It is a pity to see so many cases of professionally trained people who have lost the common sense they had before they began training.

*Part of an address made by superintendent Frank Slobetz to the teachers of the Jasper School.

ENGLISH DEPARTMENT PLANS FOR STATE MEETING

Miss Mary Agnes Swinney, Chairman of the English Department of the M. S. T. A., makes the following advance information concerning the plans and activities of the department.

"Now, as never before, we as teachers of English feel our opportunities and obligations to prove the worth of the schools. In these troubled times when civilization and Christianity are being challenged, we are trying to unify our efforts and build an organization that will serve well the teachers of the State. Since last November we have been working on a year-round vital program. To realize this we need the active cooperation of each English teacher.

"One new feature of the state program in Kansas City will be a breakfast on Friday morning, November 8 to be followed by a business meeting.

"District meetings are being planned. If you are interested in our program of activities, a member of M. S. T. A., and haven't yet had opportunity to pay your 1939-40 dues, send your fifty cents to Mr. Chaney O. Williams, Southwest High School, Kansas City, Missouri."

BOOK REVIEWS

Reviews printed in this department are not intended to be critical summaries unless signed. The purpose of this department is to bring to the attention of our readers books that have recently been published which might prove of interest.

ESSENTIALS IN ENGLISH—LABORATORY METHOD, Books I, II, and III by Smith and McAnulty. Published by The McCormick-Mathers Company, 1501 East Douglas Avenue, Wichita, Kansas.

This activity program for high school students includes all phases of grammar and usage, stressing the application of principles learned through oral expression and written composition. The exercises are authentic, informative expositions of fascinating subjects.

A set of tests (one diagnostic, eight achievement, one final) for each book, a key to facilitate grading the tests, and enough sets of the check cards to use the Laboratory Method properly are provided complimentary with initial class orders for ten or more copies of the books.

DEMOCRACY AT WORK. By Ernest B. Finches, Russel E. Fraser, and William G. Kimmel. 576 pages. Illustrated. Published by The John C. Winston Company, Philadelphia. List price \$1.36.

This new civics text for use in the junior high school is grouped into five major parts—The Student as a Community Member, The Community as a Service Organization, The Increasing Number of Community Services, Making a Living in the Community, and Governing the Community—the entire book is designed as a complete teaching unit. If the teacher so desires, the chapters in each part, although closely related, may be easily re-grouped to form shorter units. The flexibility of **DEMOCRACY AT WORK** permits it to be used for a full-year or for a semester course. Each chapter is fol-

lowed by review questions, interesting activities, and a wealth of suggested readings.

A MANUAL FOR REMEDIAL READING, by Edward William Dolch. Pages 166 plus x. Published by the Garrard Press. Price \$2.00.

This manual is designed for use by the classroom teacher or by a special teacher who has given some study to remedial reading. The book gives methods of diagnosis and analysis which may be applied without the assistance of a staff of trained reading clinic specialists. Methods for each grade level are given in the Manual. The common types of cases are given and methods for handling them are described.

THE CHILD AND HIS CURRICULUM, by J. Murray Lee and Dorris May Lee. Pages 652 plus xv. Published by D. Appleton-Century Company. Price \$3.00.

The book begins with a consideration of the objectives of elementary education, and then explains about how children grow and learn and the way their personalities and interests develop. It then examines the various areas of the elementary school curriculum and deals with each of these areas in its relation to the whole program and to the child's needs.

NATIONAL GOVERNMENTS AND INTERNATIONAL RELATIONS by Frank Abbott Magruder. Pages 634 plus viii and 44 page appendix. Published by Allyn and Bacon.

OUR LAND AND OUR PEOPLE, The Progress of the American Nation by Jesse H. Ames, Merlin M. Ames, and Thomas S. Staples. Pages 690 plus xiv. Published by Webster Publishing Company.

ALGEBRA FOR TODAY, Second Course, New Edition, by William Betz. Pages 518 plus xii. Published by Ginn and Company. Price \$1.26.

OUR AMERICA TODAY AND YESTERDAY, by F. Melvin Lawson and Verna Kopka Lawson. Drawings by Charles Child. Pages 864 plus xii. Published by D. C. Heath and Company. Price \$2.20.

CHANGING COUNTRIES AND CHANGING PEOPLES, An Introduction to World Geography With Historical Background, by Harold Rugg. Pages 586 plus xvi. Published by Ginn and Company. Price \$1.88.

FUNDAMENTALS OF CITIZENSHIP, by G. L. Blough and C. H. McClure. Pages 445. Published by Laidlaw Brothers.

PROBLEMS IN JUNIOR MATHEMATICS, by John G. Gilmartin, Henry E. Kentopp, and Roscoe C. Dundon. Pages 192. Published by Newson and Company. Price \$0.80.

PROBLEMS IN AMERICAN DEMOCRACY, by S. Howard Patterson, A. W. Selwyn Little, Henry Reed Burch. Pages 726 plus ix. Published by The Macmillan Company. Price \$1.88.

MAN'S GREAT ADVENTURE, Revised, An Introduction to World History by Edwin W. Pahlow. Full-color illustrations by Fortunino Matania. Pages 766 plus x. Published by Ginn and Company. Price \$2.20.

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M. S. T. A.

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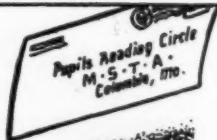
Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy):

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

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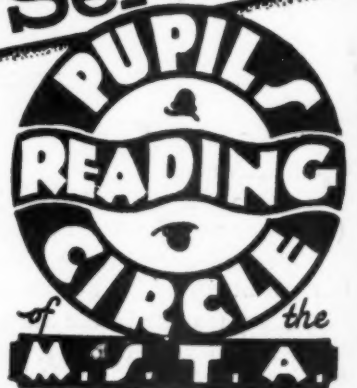
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